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I. INTRODUCTION

1

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AN ANALYSIS OF PUPILS' LIKES AND DISLIKES
OF SONG MATERIAL

7

II. SEVENTH-GRADE PUPILS' OPINIONS OF CERTAIN
SONG MATERIAL

13

School A

10

School B

23

School C

34

Submitted by

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(Mus. B., Boston University, 1940)

45

In partial fulfillment of requirements for
the degree of Master of Education

46

48

61

1947

70

71

IV. SUMMARY AND TENTATIVE CONCLUSIONS

72

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73

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74

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GIFT OF M.W. WHITCOMB
Aug. 2, 1947

CONTENTS

	Page
I. INTRODUCTION	1
Statement of Problem	1
Methods and Procedures	3
Three types of questionnaires	3
Teacher interviews	5
Review of Pertinent Literature	5
Resume of Miss Willis' thesis	5
Resume of Miss Glenn's thesis	7
II. SEVENTH-GRADE PUPILS' OPINIONS OF CERTAIN SONG MATERIAL	10
School A	10
School B	23
School C	34
Summary of Seventh-grade Data	44
Favorite Songs not sung in School	45
III. EIGHTH-GRADE PUPILS' OPINIONS OF CERTAIN SONG MATERIAL	46
School B	46
School C	61
Summary of Eighth-grade Data	70
Favorite Songs not sung in School	71
IV. SUMMARY AND TENTATIVE CONCLUSIONS	73
Summary	73
Conclusions	74

LIST OF TABLES

TABLE		PAGE
1	Comparison of Boys and Girls with Respect to the Number Liking Each Song.....	11
2	The Number of Times Songs were Selected as First, Second, Third, Fourth, and Fifth Choices by the Boys.....	12
3	The Number of Times Songs were Selected as First, Second, Third, Fourth, and Fifth Choices by the Girls.....	13
4	Comparison of the Five Favorite Songs of the Boys with the Five Favorite Songs of the Girls with the Reasons Given for Liking Each Song.....	14
5	Comparison of Boys and Girls with Respect to the Number Disliking Each Song.....	20
6	Comparison of the Five Most Disliked Songs of the Boys with the Five Most Disliked Songs of the Girls with the Reasons for Disliking Each Song.....	21
7	Comparison of Boys and Girls with Respect to the Number Liking Each Song.....	24
8	The Number of Times Songs were Selected as First, Second, Third, Fourth, and Fifth Choices by the Boys.....	25
9	The Number of Times Songs were Selected as First, Second, Third, Fourth, and Fifth Choices by the Girls.....	26
10	Comparison of the Five Favorite Songs of the Boys with the Five Favorite Songs of the Girls with the Reasons Given for Liking Each Song.....	27
11	Comparison of Boys and Girls in Respect to the Number Disliking Each Song.....	31

LIST OF TABLES

TABLE	PAGE
1	Comparison of Boys and Girls with Respect to the Number of Songs Selected as
2	The Number of Times Songs were Selected as First, Second, Third, Fourth, and Fifth Choices by the Boys
3	The Number of Times Songs were Selected as First, Second, Third, Fourth, and Fifth Choices by the Girls
4	Comparison of the Five Favorite Songs of the Boys with the Five Favorite Songs of the Girls with the Reasons Given for Liking Each Song
5	Comparison of the Five Most Liked Songs of the Boys with the Five Most Liked Songs of the Girls with the Reasons Given for Liking Each Song
6	Comparison of Boys and Girls with Respect to the Number of Songs Selected as First, Second, Third, Fourth, and Fifth Choices by the Boys
7	The Number of Times Songs were Selected as First, Second, Third, Fourth, and Fifth Choices by the Girls
8	Comparison of the Five Favorite Songs of the Boys with the Five Favorite Songs of the Girls with the Reasons Given for Liking Each Song
9	Comparison of Boys and Girls with Respect to the Number of Songs Selected as First, Second, Third, Fourth, and Fifth Choices by the Boys
10	The Number of Times Songs were Selected as First, Second, Third, Fourth, and Fifth Choices by the Girls
11	Comparison of the Five Favorite Songs of the Boys with the Five Favorite Songs of the Girls with the Reasons Given for Liking Each Song

LIST OF TABLES (cont.)

TABLE		PAGE
12	Comparison of the Five Most Disliked Songs of the Boys with the Five Most Disliked Songs of the Girls with the Reasons for Disliking Each Song.....	32
13	Comparison of Boys and Girls in Respect to the Number Liking Each Song.....	35
14	The Number of Times Songs were selected as First, Second, Third, Fourth, and Fifth Choices by the Boys.....	36
15	The Number of Times Songs were Selected as First, Second, Third, Fourth, and Fifth Choices by the Girls.....	37
16	Comparison of the Five Favorite Songs of the Boys with the Five Favorite Songs of the Girls with the Reasons Given for Liking Each Song.....	38
17	Comparison of Boys and Girls with Respect to the Number Disliking Each Song.....	41
18	Comparison of the Five Most Disliked Songs of the Boys with the Five Most Disliked Songs of the Girls with the Reasons for Disliking Each Song.....	42
19	Comparison of the Boys and Girls of the Seventh Grade in Respect to the Percentage who Selected Certain Elements as Contributing to Their Likes.....	44
20	Comparison of the Boys and Girls of the Seventh Grade in Respect to the Percentage who Selected Certain Elements as Contributing to Their Dislikes.....	44
21	Comparison of Boys and Girls with Respect to the Number Liking Each Song.....	48
22	The Number of Times Songs were Selected as First, Second, Third, Fourth, and Fifth Choices by the Boys.....	49

LIST OF TABLES (cont.)

TABLE		PAGE
23	The Number of Times Songs were Selected as First, Second, Third, Fourth, and Fifth Choices by the Girls.....	50
24	Comparison of the Five Favorite Songs of the Boys with the Five Favorite Songs of the Girls with the Reasons Given for Liking Each Song. Average Group.....	51
25	Comparison of the Five Favorite Songs of the Boys with the Five Favorite Songs of the Girls with the Reasons Given for Liking Each Song. Superior Group.....	52
26	Comparison of Boys and Girls with Respect to the Number Disliking Each Song.....	56
27	Comparison of the Five Most Disliked Songs of the Boys with the Five Most Disliked Songs of the Girls with the Reasons for Disliking Each Song. Average Group.....	57
28	Comparison of the Five Most Disliked Songs of the Boys with the Five Most Disliked Songs of the Girls with the Reasons for Disliking Each Song. Superior Group.....	59
29	Comparison of Boys and Girls with Respect to the Number Liking Each Song.....	61
30	The Number of Times Songs were Selected as First, Second, Third, Fourth, and Fifth Choices by the Boys.....	62
31	The Number of Times Songs were Selected as First, Second, Third, Fourth, and Fifth Choices by the Girls.....	63
32	Comparison of the Five Favorite Songs of the Boys with the Five Favorite Songs of the Girls with the Reasons Given for Liking Each Song....	64
33	Comparison of Boys and Girls with Respect to the Number Disliking Each Song.....	67

LIST OF TABLES (cont.)

TABLE		PAGE
34	Comparison of the Five Most Disliked Songs of the Boys with the Five Most Disliked Songs of the Girls with the Reasons for Disliking Each Song.....	68
35	Comparison of the Boys and Girls of the Eighth Grade in Respect to the Percentage who Selected Certain Elements as Contributing to Their Likes.....	70
36	Comparison of the Boys and Girls of the Eighth Grade in Respect to the Percentage who Selected Certain Elements as Contributing to Their Dislikes.....	70
	Comparison of Factors Indicated by Boys and Girls as Contributing to Their Likes.....	70
	Comparison of Factors Indicated by Boys and Girls as Contributing to Their Dislikes...	70
	Comparison of Factors Indicated by Boys and Girls as Contributing to Their Likes.....	70
	Comparison of Factors Indicated by Boys and Girls as Contributing to Their Dislikes...	70
	Comparison of Factors Indicated by Boys and Girls as Contributing to Their Likes.....	70
	Percentage of Factors Indicated by Girls as Contributing to Their Dislikes.....	70

LIST OF FIGURES

FIGURE		PAGE
1	Comparison of Factors Indicated by Boys and Girls as Contributing to Their Likes.....	17
2	Musical Growth Pattern.....	19
3	Comparison of Factors Indicated by Boys and Girls as Contributing to Their Dislikes... 23	23
4	Comparison of Factors Indicated by Boys and Girls as Contributing to Their Likes.....	29
5	Comparison of Factors Indicated by Boys and Girls as Contributing to Their Dislikes... 34	34
6	Comparison of Factors Indicated by Boys and Girls as Contributing to Their Likes.....	40
7	Comparison of Factors Indicated by Boys and Girls as Contributing to Their Dislikes... 43	43
8	Comparison of Factors Indicated by Boys and Girls as Contributing to Their Likes.....	54
9	Comparison of Factors Indicated by Boys and Girls as Contributing to Their Dislikes... 60	60
10	Comparison of Factors Indicated by Boys and Girls as Contributing to Their Likes.....	66
11	Percentage of Factors Indicated by Girls as Contributing to Their Dislikes.....	69

The seventh and eighth grades were selected for three reasons:

(1) there were no records showing any similar research in these grades; (2) the child is more aware of interests at this level than at an earlier one; (3) frequently, this is the last subject pupils have with formal music instruction and therefore should be a favorable one.

CHAPTER I

INTRODUCTION

Statement of Problem

This study was made to determine pupils' likes and dislikes of song material in grades seven and eight in selected schools in the state of Connecticut, with a critical view of the structural characteristics that affected their decision.

The schools tested are located in Danbury and Ridgefield, Connecticut. A total of 455 students were tested: 227 from the seventh grade and 228 from the eighth grade.

The investigation was concerned with the analysis of pupils' interests, to find out:

1. The reasons pupils like certain songs and dislike others; and,
2. The structural characteristics of songs students particularly like or dislike.

The seventh and eighth grades were selected for three reasons:

- (1) there were no records showing any similar research in these grades; (2) the child is more aware of interests at this level than at an earlier one; (3) frequently, this is the last contact pupils have with formal music instruction and therefore should be a favorable one.

By the phrase "structural characteristics that affected their decision," is meant the factors or elements (such as, words, tune, rhythm, harmony,) which affect or determine pupils' reactions to musical compositions.

Two schools were selected for testing in Danbury, Connecticut, a manufacturing community with a population of 27,921 (1940 census). For purposes of identification these schools will be called Schools A and B.

School A includes grade one through seven. School B is a junior high school containing grades seven and eight. Both of these schools have a special music teacher and city supervisors of vocal and instrumental music.

The third school tested was in Ridgefield, Connecticut, a residential community with a population of 3900 (1940 census). This school, which will be identified as School C, includes 12 grades. The music supervisor combines the duties of vocal, theoretical, and instrumental teacher.

In Schools A, B, and C, the music instruction is divided into three phases: (1) vocal, which includes good voice production and the technical elements of music; (2) music appreciation, which includes listening to classical records; and, (3) instrumental classes.

Appended to the teacher questionnaire were directions for giving the pupil questionnaire.

The purpose of Methods and Procedures was to determine

The music teachers were requested to submit a representative and comprehensive list of songs that the students had been singing throughout the year. This request was made in April to allow time for the students to know many songs and for the teacher to know her class well. These lists were used then in forming the teacher and the pupil questionnaire.

Three types of questionnaires.-- The questionnaires were for the supervisor, the music teacher, and the student. These forms appear in the Appendix, pages 80-82.

The purpose of the supervisor questionnaire was to know the music program better.

The purpose of the teacher questionnaire was twofold: (1) to determine which songs the boys and girls sang best; and, (2) to determine if successful singing has any relation to liking songs.

The music teacher was asked to place a check mark "beside the songs that the students sing best," and a cross, "beside the songs that they sing poorly." Instructions were given to "place the letter 'b' in the right-hand column beside the songs the boys sing best," and "place the letter 'g' in the right-hand column beside the songs the girls sing best."

Appended to the teacher questionnaire were directions for giving the pupil questionnaire.

The purpose of the student questionnaire was to determine (1) likes and dislikes; and, (2) reasons.

In order to allow the students freedom of expression, names were not requested.

The following directions were read by the teacher and were present for reference in case the pupils forgot:

1. Below, you will find a list of songs you have been singing.
2. In the left-hand column, list the five songs you like best, in order of your preference. That is, number one will be the song you like best; number two, the song you like second best, and so on, up to five.
3. Underline the names of the songs you do not like, if any.
4. In the right hand column, check the items which show the reason(s) why you especially like or dislike each song.
5. If your favorite songs that you sing in school are not included in the above list, then write their names below. Indicate reasons for your preference.
6. If your favorite songs are ones which you do not sing in school, write their names below. Indicate reasons for your preference.

In items five and six above, the students were not told to label these songs according to their first choice, second choice and so on, but there was opportunity if they so desired. In a few instances, this was done.

The students were told they could use their books. In order to refresh the pupils' memories, teachers played the melodies of certain songs on the piano.

Teacher interviews. -- Each teacher was interviewed personally in order to be given first-hand information in the successful presentation of the questionnaires. In each case, the teacher was asked to impress upon the students the importance of accurately indicating likes and dislikes and the reasons that influenced their decisions.

Teachers and supervisors were encouraged to volunteer information concerning the students' reactions to songs or to the questionnaire in this survey.

Review of Pertinent Literature

As already mentioned, no records were available showing any similar research at this age level. There are two studies that touch on the periphery of the subject of pupil interest. The problems and conclusions of these studies will be summarized and differences noted.

Résumé of Miss Willis' thesis. ^{1/} -- The author states, ^{2/}

"...the experiment was made with a view of seeking possible information as to 1) the general impression music makes on children at this age, 2) the difference, if any, in casual and controlled environment in producing this effect, 3) some suggestion as to the possible need and kind of guidance to make the effect of music more pronounced."

1/ Madge W. Willis, "Children's Spontaneous Choice of Music," Master's Thesis, Southern Methodist University, Dallas, Texas.

2/ Ibid. , p. 65.

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Wester's Thesis, "Children's Spontaneous Choice of Music," Southern Methodist University, Dallas, Texas.

The conclusions reached were as follows:^{1/}

1. "The children included in this study have a fondness for music and a healthy interest in music....
2. "Three facts stand out clearly from the results of the questionnaire: a) the home and the community do not furnish sufficient positive environment for the development of desirable appreciation outcomes; b) the children are not adequately conscious of the aesthetic element about them; and c) the training program of these children does not include sufficient opportunities for their development in the realm of sound musical judgment....
3. "...there is no evidence that controlled environment improves the situation so long as the children's responses are made solely on the spontaneous emotional basis.
4. "...participation is prerequisite to appreciation.
5. "...He (the child) is exposed to so much insignificant and meaningless music, in this day of jazz band and radio, that help must be provided by the public schools if he is to come into adulthood with any aesthetic appreciation and musical good taste."

The above conclusions seem to indicate that the spontaneous choices did not show good taste or judgment. In regard to conclusion number 3, many educators feel that it is possible to improve artistic taste through a proper conditioning process. Emotions can be and should be trained and if this is done, then children's responses may be made on a spontaneous emotional level and still show evidence of a superior musical judgment.

In comparing the present study with the above, the following major differences were evident:

1. No research was done to determine if the music

^{1/} Ibid. , pp. 92-93.

materials appeal to boys as well as girls from the standpoint of words, melody, rhythm, harmony, and other factors.

2. No research was done at the junior high school level.

3. No research was done in the examination of school music materials to determine why students like certain songs and dislike others.

4. Spontaneous response for the feeling of mood was predominant, not pupil interest.

5. Miss Willis' study stressed influences outside the pupil, whereas this study is concerned with reaction arising from within the pupil.

6. The entire procedure and methods of collecting data were neither comparable nor over-lapping.

Resumé of Miss Glenn's thesis.^{1/}-- The author tried to "determine the song choices of children and teachers of the fourth, fifth, and sixth grades in different sections of the United States."^{2/}

Some of her conclusions were:^{3/}

1. "Children of the fourth, fifth, and sixth grades like many songs. However, a few of this list seem to be liked the best.... These comprise only a small number of the entire list of songs chosen.

1/ Louise Glenn, "A Study of the Song Choices of Children and Teachers," Master's Thesis, Colorado State College of Education, Greeley, Col., 1939.

2/ Ibid., p. i.

3/ Ibid., pp. 171-172.

2. "There were many reasons given by the children for liking these songs. The one which was given most times by all three grades was melody. For the fourth and fifth grades the second and third most frequently given reasons were rhythm and the words.... For the sixth grade harmony was the second most important reason and rhythm was the third.
3. "The teachers, too, liked many different songs. Some of these songs were identical with the children's choices....
4. "The most important reasons in influencing the teachers' song choice were: (1) melody, (2) rhythm, and (3) words, for the fourth and fifth grade. For the sixth grade, they were: (1) melody, (2) harmony, and (3) rhythm....
5. "...there were songs of entirely different types on the [teachers' and pupils'] lists.

In comparing the present study with Miss Glenn's thesis, the following major differences were evident:

1. No research was done to determine if the music materials appeal to boys as well as girls. The responses were grouped together.
2. No research was done at the junior high school level.
3. No research was done in the examination of school music materials to see why the students dislike certain songs.
4. The procedures and methods of collecting data were entirely different. Each music teacher was responsible for the compilation of two lists of songs, one which the students considered their four favorite songs, and another which the teacher herself considered her four favorite songs. Reasons for liking songs were marked down by entering a number which corresponded with a suggested list made up by Miss Glenn.

Three points will be made in respect to the technique employed by Miss Glenn in the collection of data:

1. The procedure limited the number to four songs per student.

CHAPTER II

2. Instead of each student considering his own reaction apart from the group, this method lent itself to group influence, group psychology.

3. It seemed that lists of 180-190 songs which resulted from the technique employed were too inclusive. As a result, there were not enough votes on each song to indicate a significant trend.

School A

The results of the testing in the seventh grade of School A will be considered first. There were 45 students in this group: 23 girls and 22 boys.

Table I compares boys and girls with respect to the number liking each song. It is also a frequency table of the total number of votes received for the different songs. For example, item number one, under the boys' column, indicates eighteen votes. This signifies that the song, "Sing Along," was selected as the first, second, third, fourth, or fifth choice, eighteen times. It was felt that if the students included these songs within their first five favorites, then, this was significant.

These figures represent the songs listed by the teacher, plus three songs not on the teacher's list, but included by

CHAPTER II
SEVENTH-GRADE PUPILS' OPINIONS
OF CERTAIN SONG MATERIAL

This chapter will present the data compiled from the questionnaires submitted to grade seven in three different schools. There were 227 papers collected from the students; six of these were discarded because instructions were not followed properly.

School A

The results of the testing in the seventh grade of School A will be considered first. There were 45 students in this group; 23 girls and 22 boys.

Table 1 compares boys and girls with respect to the number liking each song. It is also a frequency table of the total number of votes received for the different songs. For example, item number one, under the boys' column, indicates eighteen votes. This signifies that the song, "Sing Along," was selected as the first, second, third, fourth, or fifth choice, eighteen times. It was felt that if the students included these songs within their first five favorites, then, this was significant.

These figures represent the songs listed by the teacher, plus three songs not on the teacher's list, but included by

the students under number five of the questionnaire form ("favorite songs that you sing in school...not included in the...list."^{1/} These songs will be designated with an asterisk throughout this thesis.

Table 1. Comparison of Boys and Girls with Respect to the Number liking Each Song.

Name of Song	Boys	Girls	Total
1. Sing Along.....	18	20	38
2. Dark Eyes.....	16	16	32
3. Texas Cowboy.....	14	16	30
4. The Spanish Guitar.....	12	13	25
5. Loch Lomond.....	10	8	18
6. Sweet Betsy.....	6	10	16
7. Sanctus.....	11	3	14
8. My Donkey Diodoro*.....	2	10	12
9. Magic of Music.....	4	7	11
10. Swing Low.....	6	4	10
11. It was a Lover.....	2	7	9
12. Peace Hymn*.....	0	7	7
13. Santa Fe Trail.....	3	1	4
14. Sweet and Low.....	3	1	4
15. Old Black Joe*.....	1	3	4
16. John Peel.....	3	1	4
17. My Love's an Arbutus.....	1	3	4
18. Oh No, John.....	0	2	2
Totals	112	132	244

The distribution of votes between girls and boys is quite even for the first four selections. Marked differences will be noted from the reaction on numbers 7, 8, and 12.

^{1/} See Appendix, p. 82.

*These songs were not included in the original list of the teacher.

It appears from the distribution of votes in Tables 2 and 3 that there is a wide range of individual differences as far as students' reactions to music they like. However, in view of Table 1, it will be evident that a total of 38 students out of a possible 45, or 84 per cent of the class,

Table 2. The Number of Times Songs were Selected as First, Second, Third, Fourth and Fifth Choices by the Boys.

Name of Song	Choices					
	1st	2nd	3rd	4th	5th	Total
1. Sing Along.....	6	1	7	4	0	18
2. Dark Eyes.....	6	4	3	0	2	16
3. Texas Cowboy.....	2	5	2	3	2	14
4. The Spanish Guitar.....	2	1	1	4	4	12
5. Loch Lomond.....	0	3	1	2	4	10
6. Sweet Betsy.....	0	1	1	2	1	6
7. Sanctus.....	5	5	0	0	1	11
8. My Donkey Diodoro.....	2					2
9. Magic of Music.....	0	0	1	1	2	4
10. Swing Low.....	0	2	0	2	2	6
11. Santa Fe Trail.....	2	1	3	0	2	8
12. It was a Lover.....	0	0	1	1	0	2
13. Peace Hymn.....	0					0
14. Sweet and Low.....	0	1	1	1	0	3
15. Old Black Joe.....	1					1
16. John Peel.....	0	0	0	1	2	3
17. My Love's an Arbutus....	0	0	0	1	0	1
18. Oh No, John.....	0	0	0	0	0	0

voted for item number one, within their first five choices.

A closer agreement exists with the songs on the bottom of this list, that is, the songs that were disliked, or created no reaction.

In Table 2, item number one, "Sing Along," the song with the largest number of total votes, received less than a fourth

of the boys first choice votes. No other song received more first choice votes in this table.

In Table 3, one third of the girls selected item number one as their favorite song. One half of the class elected item number two first choice.

Table 3. The Number of Times Songs were Selected as First, Second, Third, Fourth, and Fifth Choices by the Girls.

Name of Song	Choices					
	1st	2nd	3rd	4th	5th	Total
1. Sing Along.....	8	6	3	2	1	20
2. Dark Eyes.....	10	5	1	0	0	16
3. Texas Cowboy.....	2	4	2	4	4	16
4. The Spanish Guitar....	0	0	5	6	2	13
5. Loch Lomond.....	0	1	1	6	1	8
6. Sweet Betsy.....	0	2	3	2	4	10
7. Sanctus.....	0	1	0	0	5	6
8. My Donkey Diodoro.....	10					10
9. Magic of Music.....	1	2	2	0	2	7
10. Swing Low.....	1	1	0	0	2	4
11. It was a Lover.....	1	1	3	1	1	7
12. Peace Hymn.....	7					7
13. Santa Fe Trail.....	0	0	0	1	1	2
14. Sweet and Low.....	0	0	0	0	1	1
15. Old Black Joe.....	3					3
16. John Peel.....	0	0	1	0	0	1
17. My Love's an Arbutus..	0	1	1	1	0	3
18. Oh No, John.....	0	0	1	0	1	2

Item number eight, and item number twelve, received ten and seven votes respectively. Even though these songs were not on the teacher's original list, they ranked fairly high as pupil favorites.

The first six songs, or one third of the songs, have

received 70 per cent of the total number of votes. Likewise, the first six songs, or one third of the songs on the boys' list (Table 2), have received 70 per cent of the total number of votes. Therefore, one might draw the following conclusion:

Table 4. Comparison of the Five Favorite Songs of the Boys with the Five Favorite Songs of the Girls with the Reasons Given for Liking Each Song.

Name of Song	Reasons for Liking Songs				
	Words	Tune	Rhythm	Harmony	Other Reasons
(1)	(2)	(3)	(4)	(5)	(6)
Boys					
1. Sing Along.....	14	10	14	4	Good Tempo (5)
2. Dark Eyes.....	14	14	10	4	
3. Texas Cowboy.....	8	6	8	4	Likes Cowboy Songs
4. The Spanish Guitar	11	7	9	3	Speed
5. Sanctus.....	9	9	8	5	Church-like (3)
Totals	56	46	49	20	
Girls					
1. Sing Along.....	15	14	17	8	(Peppy and Fun (10) (Teacher's Play- ing
2. Dark Eyes.....	16	14	14	4	Minor (3); Mood; Gypsy
3. Texas Cowboy.....	13	11	11	4	Gay (2); Surprise Ending
4. The Spanish Guitar	11	11	12	3	
5. (My Donkey Diodoro..	8	7	7	6	Fun
(Sweet Betsy.....	9	6	7	3	Fun; Likes Holds
Totals	72	63	68	28	

The students of this class like many songs but their favorite songs comprise only a small number of the entire list of songs.

Table 4 is a comparison of the five favorite songs of

the boys with the five favorite songs of the girls. This was decided on the basis of counting the total number of times the different songs were listed within the first five choices. This grouping of the first five choices seems to result in the truest picture of the pupils' interests. The trend is that the more a song is liked, the more reasons are given for liking that song.

Each one of the above songs were checked in the teacher questionnaire as being among the songs that the students sang best. According to the way the form was filled in, boys and girls sang these songs equally well. From this evidence, it seems there is a definite relation between the songs the students like and the ones they sing best.

The first four choices of the boys and girls correspond exactly. A possible inference might be that a good song is liked whether the judges are boys or girls.

By comparing tables 2 and 3, it appears that "Sanctus" appeals more to the boys in this class, while "Sweet Betsy" and "My Donkey Diodoro" appeal to the girls.

Table 4 shows the importance of various elements in music.

The element that received the largest number of votes by the boys and girls was words. The other factors were in the following order: rhythm, tune and harmony. This order is the same as indicated for the entire list of songs which may be seen in Figure 1, page 17.

Among other reasons for liking songs, the right-hand column shows that "Sing Along" was liked by five boys because it had "good tempo." Three of the boys liked "Sanctus," because it was "church-like"; this seems to run counter to the opinion frequently expressed that girls are more subject to religious influence than boys.

The adjective, "fun," was given twelve times as the reason for liking certain songs. Ten of the girls liked "Sing Along," because it was "peppy and fun," and two other songs were liked because they were "fun." One girl was aware of harmony when she indicated that the teacher's playing added interest. That a song is "gay" in mood, is important to some students. It is unusual that the song, "Dark Eyes," was liked by three girls because it was in a minor mode.

In giving reasons for liking songs, the girls were considerably more responsive. The explanation might be one of several hypotheses: (1) More anxious to carry out directions; (2) More analytical; (3) More interested in music; (4) More mature.

The number of times boys and girls of this class have selected various elements in music as contributing to their likes, is expressed in percentages in Figure 1. This is not a direct comparison of the boys with the girls, but a comparison of the factors that determine the boys' and girls' reasons for liking songs. It indicates that with the boys,

words were 32 per cent of these factors; tune was 26 per cent; rhythm, 28 per cent; and harmony, 14 per cent. This refers to the entire list of 18 songs. With the girls, words were 30 per cent of the factors; tune was 26 per cent; rhythm, 26 per cent; and harmony, 16 per cent. Expressed in another way, 100 per cent

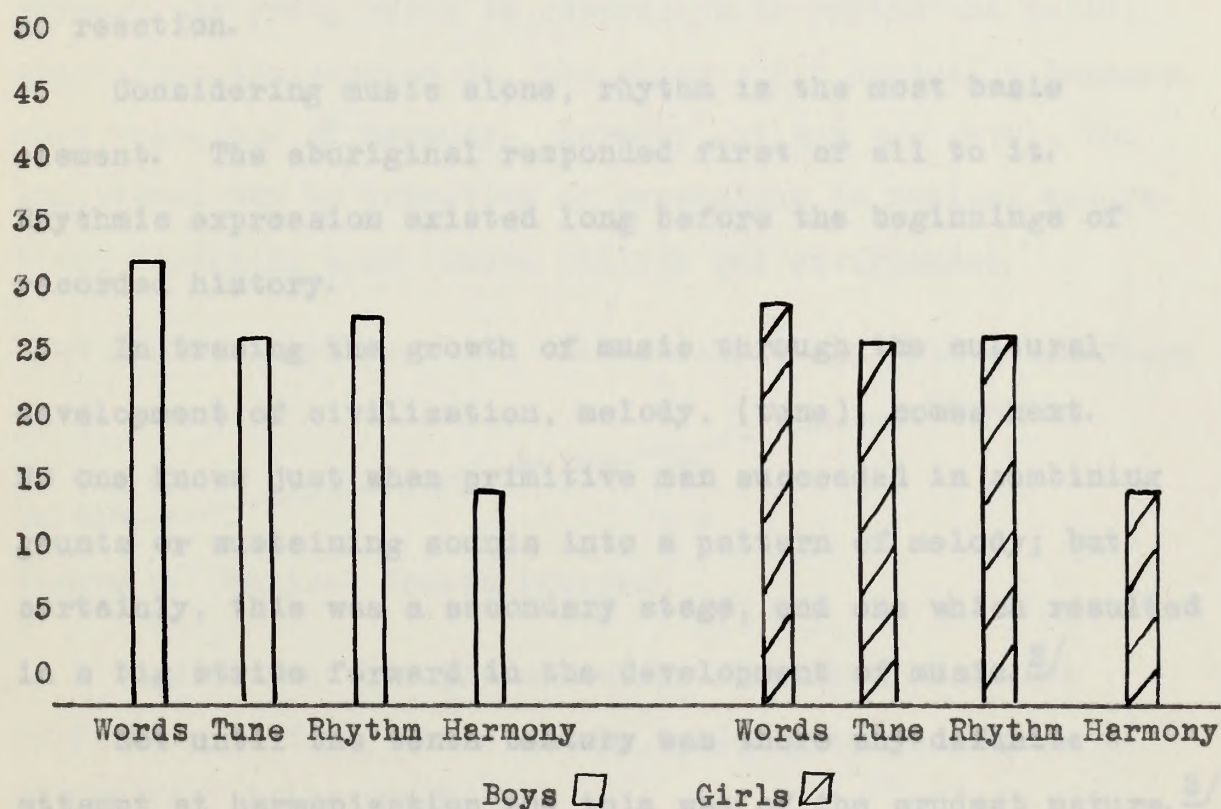


Figure 1. Comparison of Factors Indicated by Boys and Girls as Contributing to their Likes.

words were the most important single element which contributed to the pupils liking some songs more than others.

Almost all of the students can grasp the meaning and spirit of the words. An emotional response can come from the thought content, and this emotional response (if favorable),

results in better integration of the learning process. While words are not music, and in absolute music are non-existent, yet poetry, being allied to its sister-art, does enhance music.^{1/} The person who knows nothing about music, might nevertheless enjoy a particular song because the words stimulate his imagination, even though, musically there is no reaction.

Considering music alone, rhythm is the most basic element. The aboriginal responded first of all to it. Rhythmic expression existed long before the beginnings of recorded history.

In tracing the growth of music through the cultural development of civilization, melody, (tune), comes next. No one knows just when primitive man succeeded in combining grunts or sustaining sounds into a pattern of melody; but certainly, this was a secondary stage, and one which resulted in a big stride forward in the development of music.^{2/}

Not until the tenth century was there any definite attempt at harmonization and this was of the crudest nature.^{3/} Through the process of experimentation and evolution, the thirteenth century saw the growth of a more independent

1/ Percy Goetschius, Masters of the Symphony, Oliver Ditson Co., Boston, 1936, pp. 1-8.

2/ Bauer and Peyser, Music Through the Ages, G. P. Putnam's Sons, New York, Chapter I.

3/ D. N. Ferguson, A Short History of Music, F. S. Crofts & Co., New York, 1945, Chapter III.

part-writing, but this considered the contrapuntal effect more than the harmonic. Harmony, as we know it today, is essentially a development of the past three hundred years. Therefore, it is the youngest brainchild of music.

This process of evolution is comparable to the progress of maturation within mankind. The infant is responsive to rhythm; the young child is responsive to rhythm and melody; while from adolescence on, the older child gradually becomes more cognizant of harmony. However, at any age level, the individual may be defective or precocious in musical maturation, depending upon innate ability and environment.

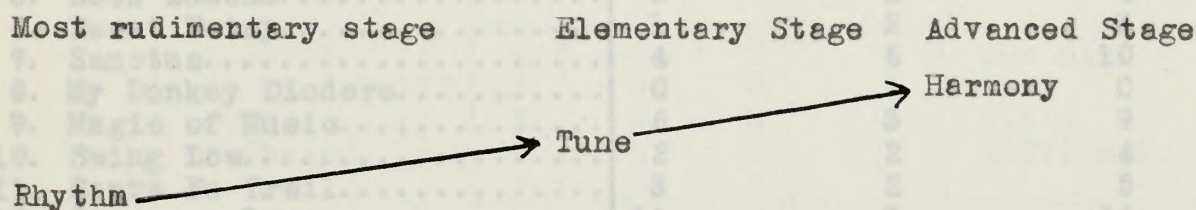


Figure 2. Musical Growth Pattern

Considering this process of development, it is not surprising to find that students seldom gave harmony as a reason for liking songs.

The music teacher of this seventh grade remarked that the boys responded just as well as the girls. However, Table 5 indicates 53 votes for songs that were disliked by the boys, and only 38 by the girls.

There were 91 votes cast for songs that were disliked. Since there were only 45 students, this is an average of slightly more than two songs per pupil, or about eleven per

cent of the total number of songs. Actually, some students liked all of the songs, while the general tendency was that certain pupils (especially boys) indicated numerous dislikes. The four songs most disliked received 54 per cent of the total dislike votes.

Table 5. Comparison of Boys and Girls with Respect to the Number Disliking Each Song.

Name of Song	Boys	Girls	Total
1. Sing Along.....	1	0	1
2. Dark Eyes.....	2	2	4
3. Texas Cowboy.....	0	0	0
4. The Spanish Guitar.....	2	1	3
5. Loch Lomond.....	3	1	4
6. Sweet Betsy.....	1	2	3
7. Sanctus.....	4	6	10
8. My Donkey Diodoro.....	0		0
9. Magic of Music.....	6	3	9
10. Swing Low.....	2	2	4
11. Santa Fe Trail.....	3	2	5
12. It was a Lover.....	11	3	14
13. Peace Hymn.....	0		0
14. Sweet and Low.....	3	2	5
15. Old Black Joe.....	0		0
16. John Peel.....	1	2	3
17. My Love's an Arbutus.....	8	7	15
18. Oh No, John.....	6	5	11
Totals	53	38	91

In Table 6, both the boys' and girls' lists contain the same songs in different order. The five songs were disliked more or less equally with the exception of "It was a Lover," which received eleven votes by the boys and only three by the girls. Evidently, this song should not be used for a boys' glee club.

The song, "Sanctus," created contrasting responses. It appears as the fifth choice among the favorite songs of the boys and also fifth in order of songs disliked.

The trend is that the more a song is disliked, the more reasons are given.

Table 6. Comparison of the Five Most Disliked Songs of the Boys with the Five Most Disliked Songs of the Girls with the Reasons for Disliking Each Song.

Name of Song (1)	Reasons for Disliking Songs				
	Words	Tune	Rhythm	Harmony	Other Reasons
(2)	(3)	(4)	(5)	(6)	
BOYS					
1. It was a Lover.....	4	6	2	4	Too slow
2. My Love's an Arbutus	3	4	5	3	Hard
3. Oh No, John.....	4	3	2	2	Silly
4. Magic of Music.....	5	1	2	1	Difficult
5. Sanctus.....	3	1	1	0	
Totals	19	15	12	10	
GIRLS					
1. My Love's an Arbutus	5	5	6	2	
2. Sanctus.....	2	5	4	4	Too slow
3. Oh No, John.....	1	0	0	0	
4. It was a Lover.....	2	1	0	3	
5. Magic of Music.....	2	0	1	0	
Totals	12	11	11	9	

None of the above songs were marked in the teacher questionnaire as songs that the students sang poorly. Perhaps some teachers would not want to indicate this, since they might feel that it reflected upon the success of their teaching. However, with the exception of two of these songs,

The song, "Sanctus," created contrasting responses. It appears as the fifth choice among the favorite songs of the boys and also fifth in order of songs disliked. The trend is that the more a song is disliked, the more reasons are given.

Table 6. Comparison of the Five Most Disliked Songs of the Boys with the Five Most Disliked Songs of the Girls with the Reasons for Disliking Each Song.

Name of Song	Reasons for Disliking Songs				
(1)	(2)	(3)	(4)	(5)	Words True Rhythm Harmony Other Reasons
BOYS					
1. It was a lover.....	4	6	2	4	Too slow
2. My Love's an Arabus.....	3	4	3	3	Hard
3. Oh No, John.....	4	3	2	2	Silly
4. Magic of Music.....	5	1	2	1	Difficult
5. Sanctus.....	3	1	1	0	
Totals	19	15	12	10	
GIRLS					
1. My Love's an Arabus.....	5	5	6	2	
2. Sanctus.....	2	3	4	4	Too slow
3. Oh No, John.....	1	0	0	0	
4. It was a lover.....	2	1	0	3	
5. Magic of Music.....	2	0	1	0	
Totals	12	11	11	9	

None of the above songs were marked in the teacher questionnaire as songs that the students sang poorly. Perhaps some teachers would not want to indicate this, since they might feel that it reflected upon the success of their teaching. However, with the exception of two of these songs,

none were indicated as songs that the students sang best. The exceptions were "Magic of Music," and "Sanctus." In this class, there is little or no relation between the songs the students dislike and the ones they do not sing well.

100 per cent

50

45

40

35

30

25

20

15

10

5

0

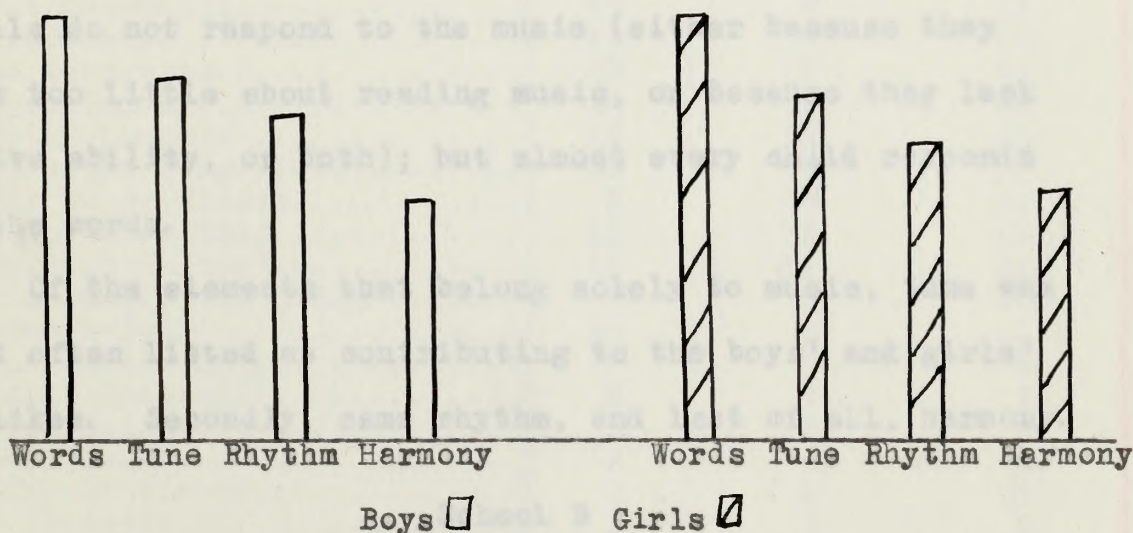


Figure 3. Comparison of Factors Indicated by Boys and Girls as Contributing to Their Dislikes.

The qualifying adjectives which were indicated under other reasons for not liking songs, included "too slow," "hard," "silly," and "difficult." Three other reasons were indicated besides those listed in Table 6; they were: "worn

out," "not fun," and one girl disliked unisons. Again, the one who is conscious of harmony, is a girl.

The results of Figure 3, indicate that words and tune are approximately of equal importance to the boys and girls, in regard to the pupils disliking music. Rhythm appeals more to the boys, while harmony appeals more to the girls.

Words are not only the major reason for liking songs but also the major reason for disliking songs. The answer to the latter is probably the same as the former: many pupils do not respond to the music (either because they know too little about reading music, or because they lack native ability, or both); but almost every child responds to the words.

Of the elements that belong solely to music, tune was most often listed as contributing to the boys' and girls' dislikes. Secondly, came rhythm, and last of all, harmony.

School B

The opinions of 80 boys and 60 girls of the seventh grade of School B were grouped together. This represents five different divisions.

Table 7, page 24, shows the distribution of the total number of votes received for the different songs. It will be noted that this song list, submitted by the teacher of School B, includes many of the same songs that were in the list from

the seventh grade of School A. The singing books used in both schools were the same, but the individual teachers selected a different repertoire.

Table 7. Comparison of Boys and Girls with Respect to the Number Liking Each Song.

Name of Song	Boys	Girls	Total
1. Our Flag.....	45	38	83
2. Sing Along.....	33	36	69
3. Shortnin' Bread.....	47	18	65
4. Dark Eyes.....	23	41	64
5. Billy Boy.....	36	18	54
6. Sweet Betsy.....	26	28	54
7. Old MacDonald.....	40	8	48
8. My Donkey.....	30	10	40
9. La Cucaracha.....	20	18	38
10. Loch Lomond.....	24	11	35
11. Jolly Tanners.....	14	19	33
12. Nonsense Song.....	25	8	33
13. The Swiss Maiden.....	8	17	25
14. Sweet Miss Mary.....	10	14	24
15. Spanish Guitar*.....	10	11	21
16. The Little Old Train*.....	7	9	16
17. School Song*.....	10	4	14
18. Old Black Joe*.....	5	3	8
19. Volga Boatmen.....	5	1	6
20. Good Neighbors.....	4	2	6
21. Sanctus.....	2	4	6
22. Song of Winter.....	2	1	3
23. Holladero.....	1	1	2
24. Magic of Music.....	1	0	1
Totals	428	320	748

In Table 7, the distribution of votes between boys and girls is quite uneven on the upper portion of this list. The songs on the bottom of this list, that is, songs that were disliked, or created no reaction, are in closer agreement.

Table 8 shows that item number three, "Shortnin' Bread," received the largest number of total votes from the boys, and yet as first choice, received only ten per cent of the boys'

Table 8. The Number of Times Songs were Selected as First, Second, Third, Fourth, and Fifth Choices by the Boys.

Name of Song	Choices					
	1st	2nd	3rd	4th	5th	Total
1. Our Flag.....	22	10	6	5	2	45
2. Sing Along.....	5	8	6	12	2	33
3. Shortnin' Bread.....	8	10	8	10	11	47
4. Dark Eyes.....	6	4	5	5	3	23
5. Billy Boy.....	1	8	17	4	6	36
6. Sweet Betsy.....	6	3	3	5	9	26
7. Old MacDonald.....	12	3	5	11	9	40
8. My Donkey Diodoro.....	3	10	3	6	8	30
9. La Cucaracha.....	1	1	9	6	3	20
10. Loch Lomond.....	1	6	5	6	6	24
11. Jolly Tanners.....	2	5	2	1	4	14
12. Nonsense Song.....	5	9	5	3	3	25
13. The Swiss Maiden.....	3	1	2	2	0	8
14. Sweet Miss Mary.....	2	0	1	2	5	10
15. Spanish Guitar.....	10					10
16. The Little Old Train...	7					7
17. School Song.....	10					10
18. Old Black Joe.....	5					5
19. Volga Boatmen.....	1	0	1	0	3	5
20. Good Neighbors.....	0	1	0	0	3	4
21. Sanctus.....	2	0	0	0	0	2
22. Song of Winter.....	0	0	2	0	0	2
23. Holladero.....	0	0	0	0	1	1
24. Magic of Music.....	0	1	0	0	0	1

votes. On the other hand, item number one, "Our Flag," second in total boys' votes, received 27 per cent of first choices.

The total vote column is more indicative of a favorable general reaction.

Table 9, item number four, "Dark Eyes," received the largest number of total votes from the girls. This received 28 per cent of the girls' first choices. Item number one,

Table 9. The Number of Times Songs were Selected as First, Second, Third, Fourth, and Fifth Choices by the Girls.

Name of Song	Choices					
	1st	2nd	3rd	4th	5th	Total
1. Our Flag.....	19	9	3	3	3	38
2. Sing Along.....	6	6	12	10	2	36
3. Shortnin' Bread.....	1	5	2	3	7	18
4. Dark Eyes.....	17	7	9	4	4	41
5. Billy Boy.....	0	5	3	4	6	18
6. Sweet Betsy.....	2	3	4	6	13	28
7. Old MacDonald.....	0	1	1	2	4	8
8. My Donkey Diodoro.....	2	1	0	6	1	10
9. La Cucaracha.....	0	5	4	4	3	18
10. Loch Lomond.....	1	1	5	2	2	11
11. Jolly Tanners.....	3	2	4	5	5	19
12. Nonsense Song.....	0	0	5	2	1	8
13. The Swiss Maiden.....	6	3	3	5	1	17
14. Sweet Miss Mary.....	3	6	4	1	0	14
15. Spanish Guitar.....	11					11
16. The Little Old Train....	9					9
17. School Song.....	4					4
18. Old Black Joe.....	3					3
19. Volga Boatmen.....	0	1	0	0	0	1
20. Good Neighbors.....	0	0	0	1	1	2
21. Sanctus.....	0	2	1	0	1	4
22. Song of Winter.....	0	1	0	0	0	1
23. Holladero.....	0	0	0	0	1	1
24. Magic of Music.....	0	0	0	0	0	0

"Our Flag," which came second in total number of girls' votes, had more first choices than "Dark Eyes." This received 31 per cent of the first choice votes of the girls.

The song, "Dark Eyes," which appears as first choice of

Table 10 compares the five favorite songs of boys and girls of School B. Only two songs are common to both lists: "Our Flag," and "Sing Along." "Shortnin' Bread" which is number one on the boys' list of favorite songs, does not occur within the five favorite songs of the girls; but Table 9,

Table 10. Comparison of the Five Favorite Songs of the Boys with the Five Favorite Songs of the Girls with the Reasons Given for Liking Each Song.

Name of Song	Reasons for Liking Songs				
	Words	Tune	Rhythm	Harmony	Other Reasons
(1)	(2)	(3)	(4)	(5)	(6)
BOYS					
1. Shortnin' Bread.	37	29	28	7	Fast; Funny
2. Our Flag.....	36	32	26	13	Patriotic
3. Old MacDonald...	34	24	27	5	Funny
4. Billy Boy.....	28	23	14	3	Funny
5. Sing Along.....	19	17	13	5	
Totals	154	125	108	33	
GIRLS					
1. Dark Eyes.....	27	28	22	11	Reminds of Someone
2. Our Flag.....	36	36	21	13	
3. Sing Along.....	29	33	22	5	Gay
4. Sweet Betsy.....	21	20	12	5	Nice Song; Sweet
5. Jolly Tanners...	16	16	14	9	Connects with Story
Totals	129	133	91	43	

page 26, shows that it comes sixth in order of their favorites. "Old MacDonald" is third on the boys' list and fifteenth on the girls'. "Billy Boy," fourth on the boys' list is seventh on the girls'.

The song, "Dark Eyes," which appears as first choice of

the girls, is tenth choice of the boys. "Sweet Betsy," the fourth choice of the girls, is the seventh choice of the boys, while "Jolly Tanners," the fifth choice of the girls, is the twelfth choice of the boys.

It will be seen that, in this group, there is a noticeable difference between the boys' favorite songs and the girls'.

The analysis of reasons for liking songs (Table 10) indicate that the boys selected the various elements in the following order: words, tune, rhythm, harmony. The girls selected the various elements in a different order: tune, words, rhythm, and harmony. This latter order indicates that the girls of this class like music for its own sake.

Other reasons for liking songs were: "fast," "funny," "patriotic," "gay," "sweet." One girl liked "Dark Eyes" because it reminded her of someone, while another liked "Jolly Tanners" because it connected with a story.

In filling out the questionnaire form, the teacher remarked that it was difficult to indicate whether boys or girls sang certain songs better. "Sing Along" and "Volga Boatmen," were listed as songs the boys sang best, while "Sweet Miss Mary" and "The Swiss Maiden," were listed as songs the girls sang best. "Old MacDonald" and "Billy Boy," numbers three and four respectively in the boys' list of favorite songs, and "Jolly Tanners," number five of the

girls' favorites, were not mentioned as songs sung best. Words were selected a total of 563 times, or were the most important single element which contributed to the pupils liking some songs more than others.

Considering the elements of pure music alone, tune

100 per cent

50

45

40

35

30

25

20

15

10

5

0

Words Tune Rhythm Harmony Words Tune Rhythm Harmony

Boys

Girls

Figure 4. Comparison of Factors Indicated by Boys and Girls as Contributing to Their Likes.

received the highest number of votes, with 439 votes. This is in contra-distinction to School A, which selected rhythm first. Tracing the growth of musical development, School B, in selecting tune before rhythm, was somewhat more mature musically speaking. Another interpretation could be that

since there was another music teacher, the emphasis in teaching was different.

Rhythm, with 423 votes, was the third most important element. Harmony came fourth, with only 185 votes.

In comparing the percentages of Figure 4, it will be noted that words and rhythm are more important to the boys than the girls. If the original assumption of musical growth is true, then it would appear that the girls were more mature than the boys, since they appreciated tune and harmony more than the boys. However, from early childhood, boys are more active than girls and this might contribute to their urge for greater rhythmic vitality.

In each case, harmony received a conspicuously low percentage. Two reasons contribute to the cause. The first reason has already been suggested, namely, the students are not mature enough musically to grasp the importance of harmony; secondly, many of the songs are sung in unison and hence the students do not feel the harmonic background, unless a piano accompaniment is provided by the teacher or the pupils.

Table 11 compares the number of dislikes. The boys disliked 148 songs, the girls, 111. On the surface, it would seem that more songs failed to appeal to the boys than the girls. However, in view of the fact that there were 80 boys and only 60 girls, the boys and girls have exactly

the same ratio of dislikes in proportion to their numbers.

The five songs most often disliked are listed below in Table 12. Obviously, there was considerable difference in

Table 11. Comparison of Boys and Girls in Respect to the Number Disliking Each Song.

Name of Song	Boys	Girls	Total
1. Our Flag.....	5	1	6
2. Sing Along.....	6	3	9
3. Shortnin' Bread.....	5	2	7
4. Dark Eyes.....	16	1	17
5. Billy Boy.....	8	4	12
6. Sweet Betsy.....	11	3	14
7. Old MacDonald.....	2	3	5
8. My Donkey Diodoro.....	8	17	25
9. La Cucaracha.....	4	4	8
10. Loch Lomond.....	9	5	14
11. Jolly Tanners.....	5	5	10
12. Nonsense Song.....	6	11	17
13. The Swiss Maiden.....	11	2	13
14. Sweet Miss Mary.....	9	3	12
15. Spanish Guitar.....	0	0	0
16. The Little Old Train.....	0	0	0
17. School Song.....	0	0	0
18. Old Black Joe.....	0	0	0
19. Volga Boatmen.....	2	5	7
20. Good Neighbors.....	3	9	12
21. Sanctus.....	15	12	27
22. Song of Winter.....	9	4	13
23. Holladero.....	8	13	21
24. Magic of Music.....	6	4	10
Totals	148	111	259

the dislikes of the boys and girls since only one song, "Sanctus," appears on both lists. The song, "Dark Eyes," was disliked by sixteen times as many boys as girls and ranks as number one in the list of songs that the boys disliked.

Very curiously, this same song won first place in the list of the girls' five favorite songs, (see Table 10, page 27).

"Sanctus" was disliked almost equally by the boys and girls.

This same song ranked number five in the list of five favorite songs of the boys in School A (see Table 4, page 14).

Table 12. Comparison of the Five Most Disliked Songs of the Boys with the Five Most Disliked Songs of the Girls with the Reasons for Disliking each Song.

Name of Song	Reasons for Disliking Songs				
	Words	Tune	Rhythm	Harmony	Other Reasons
(1)	(2)	(3)	(4)	(5)	(6)
BOYS					
1. Dark Eyes.....	11	11	7	4	
2. Sanctus.....	6	4	7	2	Too Slow (2)
3. The Swiss Maiden..	6	5	5	3	
4. Sweet Betsy.....	5	4	4	1	Too Slow
5. Loch Lomond.....	4	3	4	2	
Totals	32	27	27	12	
GIRLS					
1. My Donkey Diodoro.	6	8	7	3	Childish
2. Hollehero.....	6	4	6	2	
3. Sanctus.....	4	4	1	1	Too Slow
4. Nonsense Song.....	4	2	1	0	Childish
5. Good Neighbors....	3	6	4	2	
Totals	23	24	19	8	

Sweet Betsy, number four among the boys most disliked songs, was number four among the girls' five favorite songs listed in Table 10, page 27. "My Donkey" was disliked by more than twice as many girls as boys, and although it was number one among the girls' most disliked songs, it ranked fifth among

the five favorite songs of School A, (see Table 4, page 14).

All this seems to indicate not only the wide difference between the opinions of boys and girls in regard to certain song material in use within a school, but also the wide range of difference in interests between one school and another. The method of teaching is probably a potent factor in this difference.

Table 12 shows the importance of various elements in music. With the boys, the order was: words, tune and rhythm (tied for second place), and finally, harmony. With the girls, the order was different: tune, words, rhythm, and harmony.

Other reasons for disliking songs were "too slow," indicated four times, "childish," indicated twice, and "no rhythm."

Numbers 1, 2, 4, and 5, on the boys' list of most disliked songs were represented on the teacher's questionnaire as being among the songs the students sang best. Only number 3, "The Swiss Maiden," was not checked, but it was marked with the letter "g," indicating that the girls sang this best.

In the girls' list of most disliked songs, numbers 1, 3, and 4, were indicated as neither sung well nor poorly by the group; "Holladero" and "Good Neighbors" were indicated as sung poorly by the entire group.

In this class, it is difficult to see a relationship between the songs sung poorly and the songs that the pupils

dislike.

The results of Figure 5 indicate that rhythm is a more important factor in determining the reasons for boys' dislikes in this class than in others. Words and tune seem more important to the girls than the boys.

100 per cent

50

45

40

35

30

25

20

15

10

5

0

Words Tune Rhythm Harmony

Words Tune Rhythm Harmony

Boys ☐

Girls ☒

Figure 5. Comparison of Factors Indicated by Boys and Girls as Contributing to Their Dislikes.

SCHOOL C

This school used the same singing books as Schools A and B, however, the teacher selected a different repertoire and included other songs of a more popular nature.

The opinions of 15 boys and 21 girls of the seventh grade of School C were grouped together.

Table 13 shows a marked difference in the responses of the boys as compared to the girls in songs number 1, 2, 4, and 9. Item number one, "Sing Along," has been among the

Table 13. Comparison of Boys and Girls in Respect to the Number Liking Each Song.

Name of Song	Boys	Girls	Total
1. Sing Along.....	5	14	19
2. In the Foggy Morning.....	4	14	18
3. Erie Canal.....	8	10	18
4. My Donkey Diodoro.....	2	13	15
5. Shortnin' Bread.....	4	7	11
6. Home on the Range.....	5	6	11
7. Billy Boy.....	4	7	11
8. Old MacDonald Had a Farm.....	4	5	9
9. The Pirate.....	1	7	8
10. Desert Song*.....	0	8	8
11. Home Road.....	4	4	8
12. Let's Give Three Cheers.....	2	5	7
13. Bells of St. Mary's*.....	3	4	7
14. Old Man River*.....	4	3	7
15. Little David.....	3	4	7
16. Song of the Soldier.....	2	4	6
17. Golden Slippers.....	4	1	5
18. The Tone-Deaf Monkey.....	2	3	5
19. Camp-Town Races*.....	4	0	4
20. Jolly Beggar.....	0	0	0
21. Daniel Boone.....	0	0	0
Totals	65	119	184

first two choices of boys and girls in each of the three schools, A, B, and C. Evidently, there are qualities about this song which appeal to boys and girls.

Numbers 20 and 21 received no votes. It seems highly improbable that these songs could teach much to the students.

If there is a definite lack of interest in these songs, then, certainly singing these songs could not add more music appreciation, and it is doubtful if integration of the technical aspects of music could take place successfully.

Table 14. The Number of Times Songs were Selected as First, Second, Third, Fourth, and Fifth Choices by the Boys

Name of Song	Choices					
	1st	2nd	3rd	4th	5th	Total
1. Sing Along.....	0	3	1	1	0	5
2. In the Foggy Morning.....	1	1	1	1	0	4
3. Erie Canal.....	3	1	1	1	2	8
4. My Donkey Diodoro.....	1	0	0	1	0	2
5. Shortnin' Bread.....	1	2	0	0	1	4
6. Home on the Range.....	2	0	0	2	1	5
7. Billy Boy.....	0	1	1	1	1	4
8. Old MacDonald Had a Farm.	1	1	0	0	2	4
9. The Pirate.....	0	0	0	0	1	1
10. Desert Song.....	0	0	0	0	0	0
11. Home Road.....	0	2	1	1	0	4
12. Let's Give Three Cheers..	0	0	1	0	1	2
13. Bells of St. Mary's.....	3	0	0	0	0	3
14. Old Man River.....	4	0	0	0	0	4
15. Little David.....	0	0	3	1	0	4
16. Song of the Soldier.....	0	0	0	1	1	2
17. Golden Slippers.....	2	0	2	0	0	4
18. The Tone-Deaf Monkey.....	0	0	0	4	0	4
19. Camp-Town Races.....	4	0	0	0	0	4
20. Jolly Beggar.....	0	0	0	0	0	0
21. Daniel Boone.....	0	0	0	0	0	0

Table 14, item number three, shows 53 per cent of the boys, included the song, "Erie Canal" within their first five choices. Item number one, "Sing Along," received no first choice votes among the boys but 33 per cent included this song within their first five choices.

Items number one and two, in Table 15, each had 14 votes, or 66 per cent of the girls included each of these songs within their first five choices.

Table 15. The Number of Times Songs were Selected as First, Second, Third, Fourth, and Fifth Choices by the Girls.

Name of Song	Choices					
	1st	2nd	3rd	4th	5th	Total
1. Sing Along.....	5	0	5	3	1	14
2. In the Foggy Morning...	2	4	3	3	2	14
3. Erie Canal.....	3	1	4	0	2	10
4. My Donkey Diodoro.....	3	4	1	3	2	13
5. Shortnin' Bread.....	0	3	3	0	1	7
6. Home on the Range.....	4	0	0	2	0	6
7. Billy Boy.....	2	2	0	0	3	7
8. Old MacDonald Had a Farm	0	2	0	1	2	5
9. The Pirate.....	0	1	1	2	3	7
10. Desert Song.....	8					8
11. Home Road.....	0	2	1	1	0	4
12. Let's Give Three Cheers	0	1	1	1	2	5
13. Bells of St. Mary's....	4					4
14. Old Man River.....	3					3
15. Little David.....	1	0	1	2	0	4
16. Song of the Soldier....	0	1	1	2	0	4
17. Golden Slippers.....	0	0	0	0	1	1
18. The Tone-Deaf Monkey...	0	0	0	1	2	3
19. Camp-Town Races.....	0					0
20. Jolly Beggar.....	0	0	0	0	0	0
21. Daniel Boone.....	0	0	0	0	0	0

Table 16 compares the five favorite songs of boys and girls of School C with the reasons given for liking each song. Four songs are common to both groups. "Home on the Range" occurs only on the boys' list and was their third choice,

while "My Donkey Diodoro" occurs only on the girls' list and was their third choice. The boys only indicated two votes for this latter song; therefore, it appears that it is best adapted to a girls' glee club. Although the songs do not appear in the same order, there is considerable uniformity

Table 16. Comparison of the Five Favorite Songs of the Boys with the Five Favorite Songs of the Girls with the Reasons Given for Liking Each Song.

Name of Song	Reasons for Liking Songs				
	Words	Tune	Rhythm	Harmony	Other Reasons
(1)	(2)	(3)	(4)	(5)	(6)
BOYS					
1. Erie Canal.....	3	8	3	3	
2. Sing Along.....	3	3	4	0	Lively
3. Home on the Range..	3	4	2	1	
4. In the Foggy Morning	1	3	2	0	
5. Shortnin' Bread....	4	3	3	0	
Totals	14	21	14	4	
GIRLS					
1. Sing Along.....	9	10	9	2	
2. In the Foggy Morning	8	13	12	4	
3. My Donkey Diodoro..	9	9	9	2	Hilarious
4. Erie Canal.....	8	8	10	5	
5. Shortnin' Bread....	6	4	3	1	
Totals	40	44	43	14	

in the favorite songs of the girls and the boys of this class.

By examination of the reasons for liking songs, it will be seen that the girls of this class are much more responsive than the boys, because they have checked the various items, words, tune, rhythm, and harmony, more than twice as many

times in each instance.

In the complete list of songs, the only descriptive adjective that the boys used to indicate other reasons for liking songs was "lively," and this was expressed twice. The girls gave the following reasons: "hilarious," "wonderful," "exciting," and "pretty."

"Home on the Range," "Shortnin' Bread," and "My Donkey Diodoro," were the only songs not checked by the teacher as being songs that the students sang best. No indication was made that any of the songs in Table 16 were sung better by boys or girls.

The results of the number of times boys and girls have selected various elements in music as contributing to their likes, is expressed in percentages in Figure 6.

Words were selected by the boys 32 times as a factor; tune, 47 times; rhythm, 38 times; while harmony was only selected 12 times. The girls selected words 86 times as a factor; tune, 91 times; rhythm, 100 times; while harmony was only selected 31 times.

A comparison of Figure 6 with Figures 1 and 4 will show that all of the blocks except harmony have changed their relative positions; that is, words, rhythm and harmony in this school, seem to be more important to the girls, while tune has shot up especially high for the boys. Since there

was a different music supervisor in this school than in the other two, it may be that the type and stress of music instruction are responsible for this change.

100 per cent

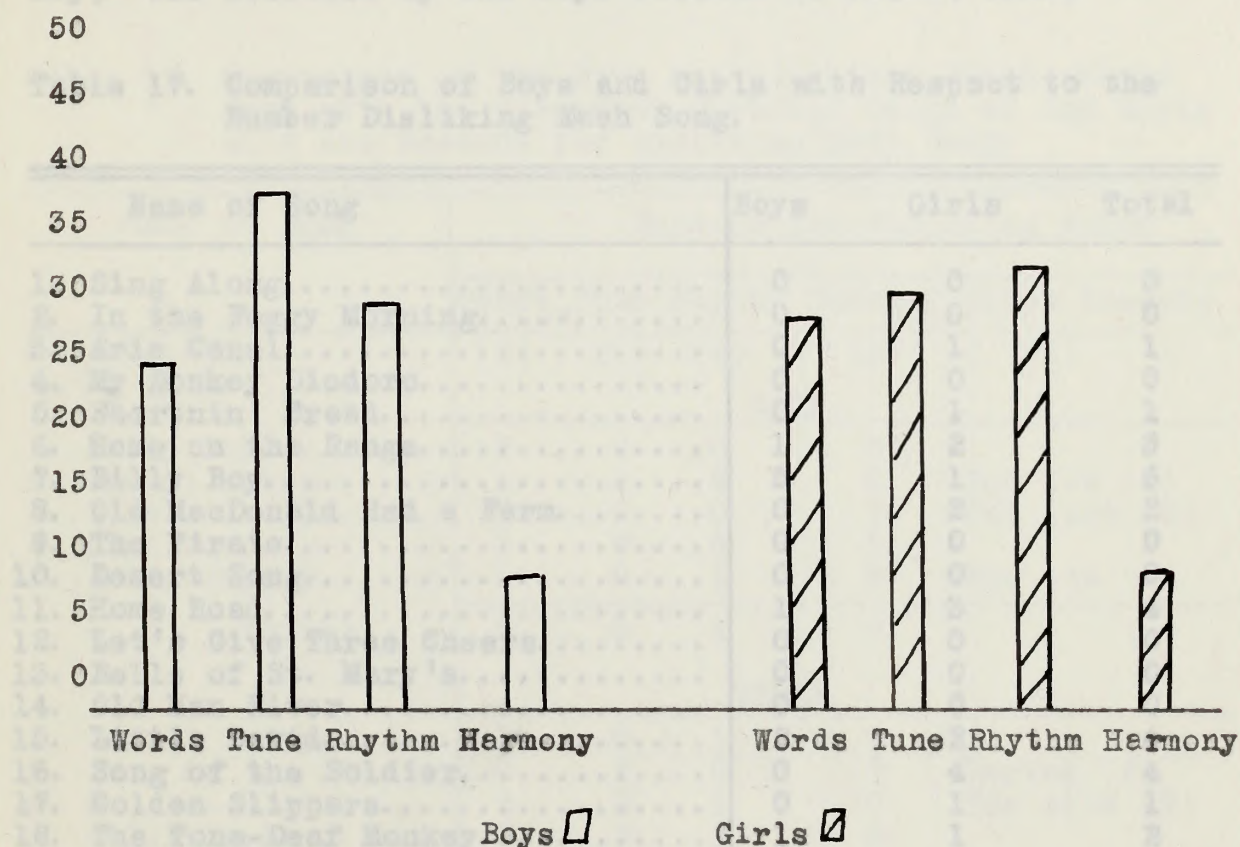


Figure 6. Comparison of Factors Indicated by Boys and Girls as Contributing to Their Likes.

Table 17 shows that the boys disliked 14 songs while the girls disliked 25. Even in proportion to their numbers, the girls disliked more songs. It is interesting to note here that these girls also liked many more songs than the boys.

Table 18 compares the five most disliked songs of the boys with the five most disliked songs of the girls with the reasons for disliking each song. Four of the songs occurred on both lists in different order. The fifth song, "Billy Boy," was disliked by the boys because of words, while

Table 17. Comparison of Boys and Girls with Respect to the Number Disliking Each Song.

Name of Song	Boys	Girls	Total
1. Sing Along.....	0	0	0
2. In the Foggy Morning.....	0	0	0
3. Erie Canal.....	0	1	1
4. My Donkey Diodoro.....	0	0	0
5. Shortnin' Bread.....	0	1	1
6. Home on the Range.....	1	2	3
7. Billy Boy.....	5	1	6
8. Old MacDonald Had a Farm.....	0	2	2
9. The Pirate.....	0	0	0
10. Desert Song.....	0	0	0
11. Home Road.....	1	3	4
12. Let's Give Three Cheers.....	0	0	0
13. Bells of St. Mary's.....	0	0	0
14. Old Man River.....	0	0	0
15. Little David.....	2	2	4
16. Song of the Soldier.....	0	4	4
17. Golden Slippers.....	0	1	1
18. The Tone-Deaf Monkey.....	1	1	2
19. Camp-Town Races.....	0	0	0
20. Jolly Beggar.....	1	3	4
21. Daniel Boone.....	3	4	7
Totals	14	25	39

"Song of the Soldier" was disliked by the girls because of the tune.

Very few reasons for disliking songs were indicated, when compared to the number of those in Table 17. The boys of this class were especially unresponsive in giving reasons for

their dislikes. The boys indicated that factors for disliking the five songs were in the following order: words, tune, rhythm, and harmony. The girls indicated the following order: tune, words, rhythm, and harmony.

Other reasons listed for disliking songs included the

Table 18. Comparison of the Five Most Disliked Songs of the Boys with the Five Most Disliked Songs of the Girls with the Reasons for Disliking Each Song.

Name of Song	Reasons for Disliking Songs				
	Words	Tune	Rhythm	Harmony	Other Reasons
(1)	(2)	(3)	(4)	(5)	(6)
BOYS					
1. Billy Boy.....	3	0	0	0	
2. Daniel Boone.....	1	3	0	0	Too low (2)
3. Little David.....	0	0	0	0	Too fast (2)
4. Home Road.....	1	0	0	0	
5. Jolly Beggar.....	0	0	1	0	Too low
Totals	5	3	1	0	
GIRLS					
1. Daniel Boone.....	1	3	1	0	
2. Song of the Soldier	0	2	0	0	Boring (2)
3. Home Road.....	2	2	1	0	Too slow (2)
4. Jolly Beggar.....	2	2	1	0	
5. Little David.....	1	0	0	0	Too fast
Totals	6	9	3	0	

following descriptive adjectives: "too low," "too fast," "boring," "too slow," "silly," and "monotonous." Evidently, the right tempo is vitally important,

"Little David," "Home Road," and "Song of the Soldier," were the only songs of Table 18 that were indicated by the

teacher as being songs that the students sang well. "Jolly Beggar," and "Old MacDonald" were sung poorly.

Figure 7 shows the importance of words to both boys and girls. In respect to the percentage who selected words, tune, rhythm, and harmony, as contributing to their likes. This 100 per cent

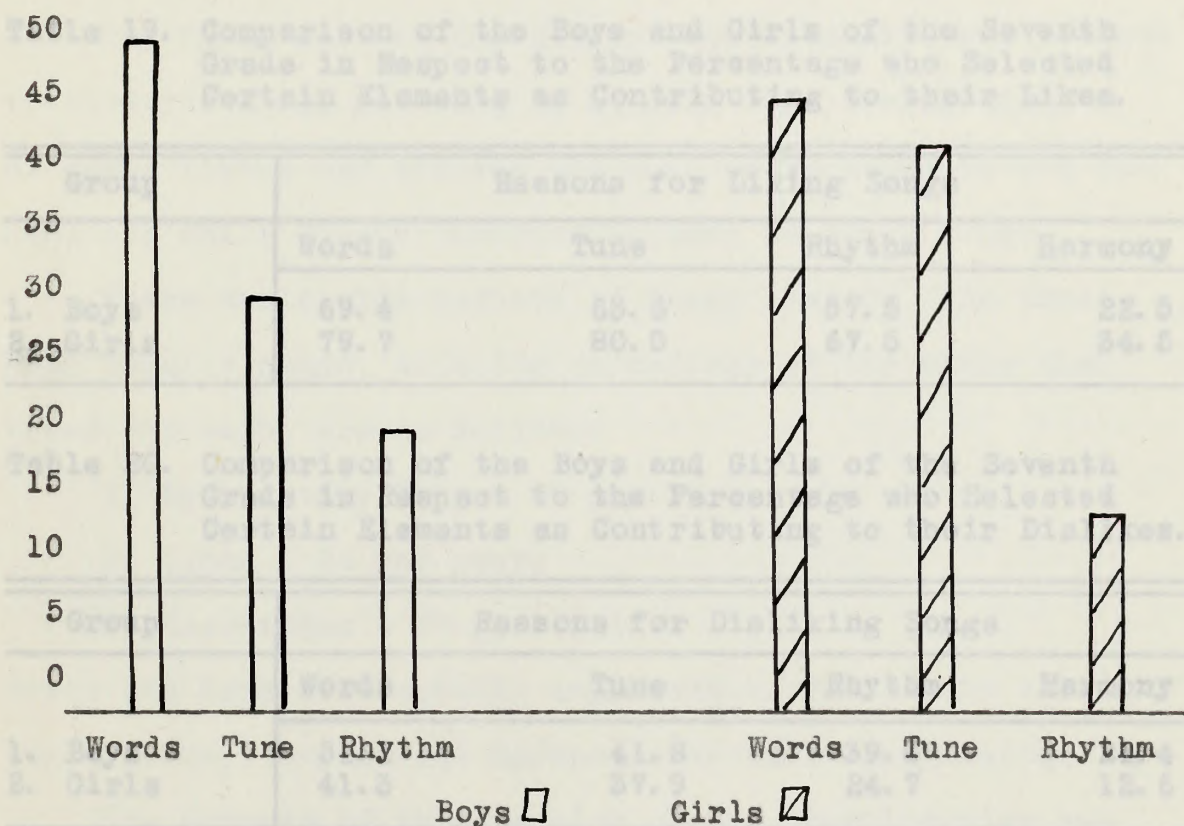


Figure 7. Comparison of Factors Indicated by Boys and Girls as Contributing to Their Dislikes.

No indication was made that harmony was responsible for disliking any song.

The importance of the various elements of music may also be seen.

Table 20 compares the boys and girls in respect to the

Summary of Seventh-Grade Data

The data of all the seventh-grade classes is summarized in Tables 19 and 20. Table 19 compares the boys with the girls in respect to the percentage who selected words, tune, rhythm, and harmony, as contributing to their likes. This

Table 19. Comparison of the Boys and Girls of the Seventh Grade in Respect to the Percentage who Selected Certain Elements as Contributing to their Likes.

Group	Reasons for Liking Songs			
	Words	Tune	Rhythm	Harmony
1. Boys	69.4	63.6	57.5	22.5
2. Girls	79.7	80.0	67.5	34.5

Table 20. Comparison of the Boys and Girls of the Seventh Grade in Respect to the Percentage who Selected Certain Elements as Contributing to their Dislikes.

Group	Reasons for Disliking Songs			
	Words	Tune	Rhythm	Harmony
1. Boys	51.1	41.8	39.0	21.4
2. Girls	41.3	37.9	24.7	12.6

refers only to the songs which were listed in the questionnaires.

In every instance, the girls have given more reasons than the boys for liking songs. The importance of the various elements of music may also be seen.

Table 20 compares the boys and girls in respect to the

percentage who selected words, tune, rhythm, and harmony, as contributing to their dislikes.

In every instance, the boys have given more reasons than the girls for disliking songs.

Favorite Songs not Sung in School

The final part of the student questionnaire was devoted to favorite songs not sung in school. The average number of songs listed per student was 2.9. Some students did not name any while others included as many as seven songs.

There was a wide variety of songs listed. The three most popular songs, with the percentage of the class that voted for each, are as follows:

1. Anniversary Song - 66 per cent.
2. Linda - 34 per cent.
3. Heartaches - 17 per cent.

Words and tune were equally important as factors in liking these songs. Rhythm and harmony came third and fourth.

The purpose of this section of the questionnaire was to determine the type of music the student was interested in if given the freedom of his own choice. To the pupil, "songs" included vocal and instrumental music.

The percentile distribution of pupils' interests in "favorite songs not sung in school" is as follows:

Popular	Religious	Classical	Folk-song
94.45	3.6	0.93	0.92

CHAPTER III

EIGHTH-GRADE PUPILS' OPINIONS

OF CERTAIN SONG MATERIAL

This chapter will present the statistics compiled from the questionnaires submitted to grade eight in two different schools, Schools B and C. 228 papers were collected from the students; four papers were discarded because students did not follow instructions properly.

The data presented in this chapter will follow the pattern of Chapter II with an additional factor added. In the case of School B, the responses of the superior class of the eighth grade will be compared with the average class in four respects: 1. the five favorite songs of the boys and girls; 2. the reasons for their likes; 3. the five songs most disliked; 4. the reasons for their dislikes. Other than these four respects, the data presented will represent the entire eighth grade.

School B

There were 185 students in this group; 85 boys and 100 girls. As mentioned in the instances above, this will be broken down still further by a comparison of a superior class with the average group. The superior class was composed of 30 students, 23 boys and

17 girls. The average group was composed of six different classes with a total of 62 boys and 83 girls.

This school has its divisions set up with homeogeneous grouping, the superior class being of the highest IQ and past scholastic record. Within the average group (this terminology used merely for differentiation), there is a heterogeneous range from excellent to poor in classification of abilities.

Table 21 is a frequency table of the total number of votes for the different songs. This represents the entire eighth grade of School B.

The right-hand column of this table shows that 112 or 60 per cent of the pupils included number 1, "My Gallant Crew" within their first five choices. The statistics of numbers 5, 10, 20, and 21 seem to point out that the boys especially like these songs; while numbers 2, 6, 7, 12, 13, 15, 19, 22, and 23, seem to be enjoyed mostly by the girls. The boys like the rhythmical, masculine type of song, while the girls like the more lyric, romantic, effeminate type. Certain songs are liked by both boys and girls, while some songs are liked particularly by boys and others particularly by girls. Consideration of this fact could aid music teachers in the selection of appropriate materials for different vocal groups.

Table 21. Comparison of Boys and Girls with Respect to the Number Liking Each Song.

Name of Song	Boys	Girls	Total
1. My Gallant Crew.....	57	55	112
2. Mariannina.....	31	54	85
3. Keep in the Middle.....	39	44	83
4. With Catlike Tread.....	32	37	69
5. Levee Song.....	40	26	66
6. Guilett.....	16	44	60
7. A Merry Life.....	18	38	56
8. Oh No, John.....	23	31	54
9. Blow the Man Down.....	26	23	49
10. The Pirate Crew.....	30	13	43
11. Go Down Moses.....	20	22	42
12. Home on the Range*.....	10	17	27
13. Bendemeer's Stream.....	9	18	27
14. Goin' to Shout.....	12	14	26
15. In Spain.....	7	19	26
16. Old Black Joe*.....	9	12	21
17. Kilkenney Cats.....	12	7	19
18. A Polish Tavern.....	9	9	18
19. School Song.....	4	13	17
20. Song of the Coast-Guard.....	10	6	16
21. Tale of the Sailor.....	10	4	14
22. Away for Rio*.....	4	10	14
23. Dark Eyes*.....	2	11	13
24. Man of Wales.....	6	5	11
25. O Soldier, Soldier.....	2	5	7
Totals	438	537	975

The distribution in Table 22 points to a wide range of individual differences. An examination of the total column will show that the order of the boys' favorites falls

Table 22. The Number of Times Songs were Selected as First, Second, Third, Fourth, and Fifth Choices by the Boys

Name of Song	Choices					
	1st	2nd	3rd	4th	5th	Total
1. My Gallant Crew.....	23	12	7	7	8	57
2. Mariannina.....	13	7	6	3	5	34
3. Keep in the Middle.....	4	10	5	11	9	39
4. With Catlike Tread.....	8	8	6	2	8	32
5. Levee Song.....	7	5	10	8	10	40
6. Guiletta.....	3	2	6	9	1	21
7. A Merry Life.....	8	1	2	5	2	18
8. Oh No, John.....	2	6	3	8	4	23
9. Blow the Man Down.....	1	2	5	7	11	26
10. The Pirate Crew.....	4	9	13	1	4	31
11. Go Down Moses.....	4	6	7	0	3	20
12. Home on the Range.....	10					10
13. Bendemeer's Stream.....	2	1	3	3	0	9
14. Goin' to Shout.....	2	1	2	3	4	12
15. In Spain.....	0	3	2	0	2	7
16. Old Black Joe.....	9					9
17. Kilkenny Cats.....	0	5	3	3	1	12
18. A Polish Tavern.....	1	2	0	2	4	9
19. School Song.....	4					4
20. Song of the Coast Guard.	0	0	3	6	1	9
21. Tale of the Sailor.....	2	0	2	3	3	10
22. Away for Rio.....	4					4
23. Dark Eyes.....	2					2
24. Man of Wales.....	1	4	0	0	1	6
25. O Soldier, Soldier.....	0	0	0	1	1	2

differently than the total votes of boys and girls as listed in Table 21.

and girls of the average group with their reasons. Three

Table 23 shows a wide range of individual differences in the girls' opinions of certain song material. However, the ten songs receiving the highest number of votes

Table 23. The Number of Times Songs were Selected as First, Second, Third, Fourth, and Fifth Choices by the Girls.

Name of Song	Choices					
	1st	2nd	3rd	4th	5th	Total
1. My Gallant Crew.....	16	16	7	9	7	55
2. Mariannina.....	37	14	8	7	3	54
3. Keep in the Middle.....	6	8	5	10	15	44
4. With Catlike Tread.....	7	11	7	7	5	37
5. Levee Song.....	2	3	5	8	8	26
6. Guiletta.....	6	11	15	7	5	44
7. A Merry Life.....	5	14	5	11	3	38
8. Oh No, John.....	2	6	9	6	8	31
9. Blow the Man Down.....	0	2	4	6	11	23
10. The Pirate Crew.....	3	4	2	3	1	13
11. Go Down Moses.....	6	0	5	4	7	22
12. Home on the Range*.....	17					17
13. Bendemeer's Stream.....	3	2	7	4	2	18
14. Goin' to Shout.....	3	2	2	4	3	14
15. In Spain.....	2	4	6	4	3	19
16. Old Black Joe*.....	12					12
17. Kilkenny Cats.....	0	0	1	2	3	6
18. A Polish Tavern.....	1	2	2	2	2	9
19. School Song*.....	13					13
20. Song of the Coast Guard.	0	0	2	1	3	6
21. Tale of the Sailor.....	0	0	1	3	0	4
22. Away for Rio.....	10					10
23. Dark Eyes.....	11					11
24. Man of Wales.....	1	0	1	0	2	5
25. O Soldier, Soldier.....	0	1	0	0	4	5

received 70 per cent of the total votes cast for all songs.

Table 24 compares the five favorite songs of the boys and girls of the average group with their reasons. Three

of the five songs are common to both lists. "Levee Song" and "The Pirate Crew" appear only in the boys' list of five favorites, while "Guiletta" and "A Merry Life" appear only in the girls' list of favorites.

Table 24. Comparison of the Five Favorite Songs of the Boys with the Five Favorite Songs of the Girls with the Reasons Given for Liking Each Song. Average Group.

Name of Song	Reasons for Liking Songs				
	Words	Tune	Rhythm	Harmony	Other Reasons
(1)	(2)	(3)	(4)	(5)	(6)
BOYS					
1. My Gallant Crew...	32	23	22	17	Lively; comi- cal
2. Keep in the Middle	20	16	16	8	Southern
3. Levee Song.....	22	22	10	7	" ; likes Railroads
4. The Pirate Crew...	19	19	6	2	Happy-go-lucky
5. Mariannina.....	17	17	10	8	Moody
Totals	110	97	64	42	
GIRLS					
1. Mariannina.....	39	37	26	15	Lively
2. My Gallant Crew...	28	27	19	12	Sensible
3. Guiletta.....	28	24	15	4	
4. A Merry Life.....	25	25	12	10	
5. Keep in the Middle	23	23	19	5	
Totals	143	136	91	46	

The factors contributing to the boys' and girls' likes fell in the following order: words, tune, rhythm, and harmony. The eighth grade boys appear more aware of the harmony than the seventh grade boys. This is a natural

occurrence since the pupils are more mature and because more part-songs are sung at the eighth grade level.

With the "superior group, (Table 25), the boys' and girls' opinions coincided quite closely. Selections number

Table 25. Comparison of the Five Favorite Songs of the Boys with the Five Favorite Songs of the Girls with the Reasons Given for Liking Each Song. Superior Group.

Name of Song	Reasons for Liking Songs				
	Words	Tune	Rhythm	Harmony	Other Reasons
(1)	(2)	(3)	(4)	(5)	(6)
BOYS					
1. My Gallant Crew...	12	12	4	3	
2. With Catlike Tread	9	8	4	0	
3. Oh No, John.....	11	6	3	4	
4. Mariannina.....	2	6	3	3	
5. Levee Song.....	5	5	1	2	
Totals	39	37	15	12	
GIRLS					
1. My Gallant Crew...	12	9	6	5	
2. With Catlike Tread	5	7	7	1	
3. Mariannina.....	7	10	3	3	Catchy; Likes Italian Songs
4. Keep in the Middle	4	6	6	4	
5. Oh No, John.....	7	6	2	2	
Totals	35	38	24	15	

1 and 2 of the boys and girls were taken from Gilbert and Sullivan operettas and seem to have considerable appeal from the humor of the words, the sparkling tune, and the marked rhythm. The boys included "Levee Song" as their fifth

choice while the girls included "Keep in the Middle of the Road" as their fourth choice.

The factors contributing to the boys' likes were in the following order: words, tune, rhythm, and harmony. The girls' reasons fell in a different order: tune, words, rhythm, and harmony. By electing tune before the words, again the girls have shown that they are more interested in music for its own sake.

Under the column, "Other Reasons," the average group offered numerous ideas. The superior group gave very few additional reasons for liking songs.

In comparing the average group with the superior group, (Tables 24 and 25), three songs were common among the boys' favorite songs, and three songs were common among the girls'. The boys' first choice of each group was "My Gallant Crew." With this single exception, the order of preference was different.

In the superior class, "Catlike Tread" and "Oh No, John" appear for the first time among the pupils' favorites. The humor of these songs may have been beyond the grasp of the other classes. "Oh No, John" appeared as the third most disliked song of grade seven in School A and yet is now among the favorite songs of the superior group of the eighth grade in School B.

The classroom teacher remarked that the classes that

are superior in IQ are also the best classes musically.

According to the information supplied from the teacher questionnaire, all but two favorites of the average and superior groups were songs that the students sang best. These two exceptions were "The Pirate Crew" and "Oh No, John."

100 per cent

50

45

40

35

30

25

20

15

10

5

0

*W T R H W T R H W T R H W R T H





Average Boys  Superior Boys  Average Girls  Superior Girls 

Figure 8. Comparison of Factors Indicated by Boys and Girls as Contributing to Their Likes.

Figure 8 presents the factors indicated by boys and girls as contributing to their likes. Words and tune are weighted more heavily in the eighth grade than in the

*W, T, R, H, are abbreviations for Words, Tune, Rhythm, and Harmony.

seventh; this causes a corresponding drop in rhythm, while harmony rises slightly.

The block indicating the superior boys' reactions to the words rises higher than any other group so far. Their reaction to tune is higher than other groups represented in Figure 8, while their reaction to rhythm is the lowest found in any class so far.

Except for these observations, the patterns do not deviate noticeably from the norm.

The comparison of boys and girls with respect to the number disliking each song is indicated in Table 26. This is a summary of the average group plus the superior group. There were 117 boys and 108 girls represented in this tally, and yet the boys' list of disliked songs exceeded the girls by 19 songs.

Comparing Tables 21 and 26, shows that 39 per cent of the songs are disliked.

Items number 2, 3, 4, 7, 11, and 13, of Table 24 show a decided difference between boys' and girls' reactions.

Since this table has adhered to the same order of songs as Table 21, then the songs are arranged according to the degree of popularity; that is, number one is the most popular song and number 25, the least. Therefore, one would expect that the number of dislikes would increase as one follows down the list, but such is not the case. This

also shows the wide range of individual differences.

Two songs are common to the boys' and girls' list of the five most disliked songs: "Man of Wales," and "Oh No,

Table 26. Comparison of Boys and Girls with Respect to the Number Disliking Each Song.

Name of Song	Boys	Girls	Total
1. My Gallant Crew.....	1	3	4
2. Mariannina.....	13	3	16
3. Keep in the Middle.....	8	19	27
4. With Catlike Tread.....	14	8	22
5. Levee Song.....	6	7	13
6. Guiletta.....	10	9	19
7. A Merry Life.....	12	5	17
8. Oh No, John.....	12	13	25
9. Blow the Man Down.....	6	9	15
10. The Pirate Crew.....	3	6	9
11. Go Down Moses.....	15	27	42
12. Home on the Range.....	0		0
13. Bendemeer's Stream.....	18	5	23
14. Goin' to Shout.....	9	4	13
15. In Spain.....	15	9	24
16. Old Black Joe.....	0		0
17. Kilkenny Cats.....	15	11	26
18. A Polish Tavern.....	11	13	24
19. School Song.....	0		0
20. Song of the Coast Guard.....	7	6	13
21. Tale of the Sailor.....	4	3	7
22. Away for Rio.....	0		0
23. Dark Eyes.....	0		0
24. Man of Wales.....	14	15	29
25. O Soldier, Soldier.....	10	9	19
Totals	203	184	387

John." This may be seen in Table 27, representing the average group. "Oh No, John" was included as the third most disliked song of the seventh grade in School A,

also shows the wide range of individual differences. Two songs are common to the boys' and girls' list of the five most disliked songs: "Men of Wales," and "Oh No, Table 22. Comparison of Boys and Girls with Respect to the Number Disliking Each Song.

Name of Song	Boys	Girls	Total
1. My Gallant Crew.....	1	3	4
2. Marianne.....	13	3	16
3. Keep in the Middle.....	8	19	27
4. With Castle Crest.....	14	8	22
5. Leave Song.....	6	7	13
6. Gull-ette.....	10	9	19
7. A Merry Life.....	12	5	17
8. Oh No, John.....	12	13	25
9. Blow the Men Down.....	6	9	15
10. The First Crew.....	3	6	9
11. Go Down Moses.....	15	27	42
12. Home on the Range.....	0	0	0
13. Penelope's Stream.....	18	5	23
14. Goin' to Spout.....	9	4	13
15. In Spain.....	15	9	24
16. Old Black Joe.....	0	0	0
17. Kilkenny Gate.....	18	11	29
18. A Polish Tavern.....	11	13	24
19. School Song.....	0	0	0
20. Song of the Coast Guard.....	7	6	13
21. Tale of the Sailor.....	4	3	7
22. Away for Him.....	0	0	0
23. Dark Days.....	0	0	0
24. Men of Wales.....	14	15	29
25. O Soldier, Soldier.....	10	9	19
Totals	203	184	387

John." This may be seen in Table 27, representing the average group. "Oh No, John" was included as the third most disliked song of the seventh grade in School A.

(Table 6). It was also within the first five favorites of both the boys and girls in the Superior Group of School B, (Table 25). This shows the wide difference in pupils' opinions and suggests that IQ may be a determining factor

Table 27. Comparison of the Five Most Disliked Songs of the Boys with the Five Most Disliked Songs of the Girls with the Reasons for Disliking Each Song. Average Group.

Name of Song	Reasons for Disliking Songs				
	Words	Tune	Rhythm	Harmony	Other Reasons
(1)	(2)	(3)	(4)	(5)	(6)
BOYS					
1. Bendemeer's Stream	1	1	1	0	
2. Kilkenny Cats.....	2	0	1	0	
3. Man of Wales.....	4	3	3	1	
4. In Spain.....	4	3	3	2	
5. Oh No, John.....	2	1	2	1	Stupid
Totals	13	8	10	4	
GIRLS					
1. Go Down Moses.....	10	9	4	3	Just Don't Like It.
2. Keep in the Middle	5	8	7	6	Tiresome Tempo
3. Oh No, John.....	3	3	3	1	Drags; boring; silly; no sense.
4. Man of Wales.....	3	2	0	1	Drags
5. A Polish Tavern...	6	6	1	2	
Totals	27	28	15	13	

in the type of songs students like.

The factors contributing to dislikes of the average group of boys fall in the following order: words, rhythm, tune, and harmony. With the girls, the order is different:

(Table 8). It was also within the first five favorites of both the boys and girls in the Superior Group of School B.

(Table 23). This shows the wide difference in pupils' opinions and suggests that it may be a determining factor.

Table 24. Comparison of the Five Most Disliked Songs of the Boys with the Five Most Disliked Songs of the Girls with the Reasons for Disliking Each Song. Average

Reasons for Disliking Songs		Names of Songs				
Words Tune Rhythm Harmony Other Reasons		(1)	(2)	(3)	(4)	(5)
BOYS						
	0	1	1	1	1	1
	0	1	0	0	0	0
	1	3	3	3	3	3
	2	3	3	3	3	3
Stupid	1	2	1	1	2	1
Totals	4	10	8	13	13	13
GIRLS						
Let Don't	3	4	2	10	10	10
Like It	5	7	8	5	5	5
Tiresome Tango	1	3	3	3	3	3
Dress; boxing;						
ally; no						
sense.						
Dress	1	0	2	3	3	3
	2	1	5	5	5	5
Totals	13	13	28	27	27	27

in the type of songs students like.

The factors contributing to dislikes of the average group of boys fall in the following order: words, rhythm, tune, and harmony. With the girls, the order is different:

tune, rhythm, and harmony.

One girl commented on "Other Reasons" for not liking songs, "Just don't like it." It is possible that other students were similarly at a loss to explain their reactions.

Even within the superior group opinions differ. "Mariannina" is third in the boys' list of most disliked songs (Table 28), though it is fourth in the list of boys' favorites (Table 25). Likewise, "With Catlike Tread" is fourth most disliked and a second favorite. However, only three out of 23 boys disliked each of these songs.

Comparing the average group of boys with the superior group, only one song is common between the two, "Kilkenny Cats." With the girls, two songs are common: "Go Down, Moses," and "Man of Wales."

With the superior group, the factors contributing to boys' and girls' dislikes were in the following order: words, tune, rhythm, and harmony. This group was again conspicuous in adding very few reasons for disliking songs.

In proportion to the number of students, the average class disliked more songs than the superior class.

Only two of the most disliked songs of the average and superior groups were checked by the teacher as songs sung poorly by the students; these were, "Kilkenny Cats" and "A Polish Tavern." "Man of Wales" was one of the songs most disliked by the boys and girls of the average group

and yet the teacher indicated that the boys sing this better than the girls. Evidently, they both disliked the song but the boys did not allow this to affect their

Table 28. Comparison of the Five Most Disliked Songs of the Boys with the Five Most Disliked Songs of the Girls with the Reasons for Disliking Each Song. Superior Group.

Name of Song	Reasons for Disliking Songs				
	Words	Tune	Rhythm	Harmony	Other Reasons
(1)	(2)	(3)	(4)	(5)	(6)
BOYS					
1. Go Down Moses....	2	3	1	0	Too slow
2. A Polish Tavern..	2	2	2	2	
3. Mariannina.....	3	1	1	0	
4. With Catlike Tread.....	2	2	1	1	
5. Kilkenny Cats....	1	0	0	0	
Totals	10	8	5	3	
GIRLS					
1. O Soldier, Soldier.....	0	0	0	0	
2. Go Down Moses...	1	2	0	0	
3. Levee Song.....	2	2	0	0	
4. Man of Wales....	1	1	0	0	
5. In Spain.....	1	0	0	0	
Totals	5	5	0	0	

rendition of the number. "Bendemeer's Stream" was one of the most disliked songs of the average group of boys and was indicated by the teacher as one of the songs that the

girls sing best.

The most noticeable irregularities of Figure 9 are the percentage representations of the superior class of

100 per cent

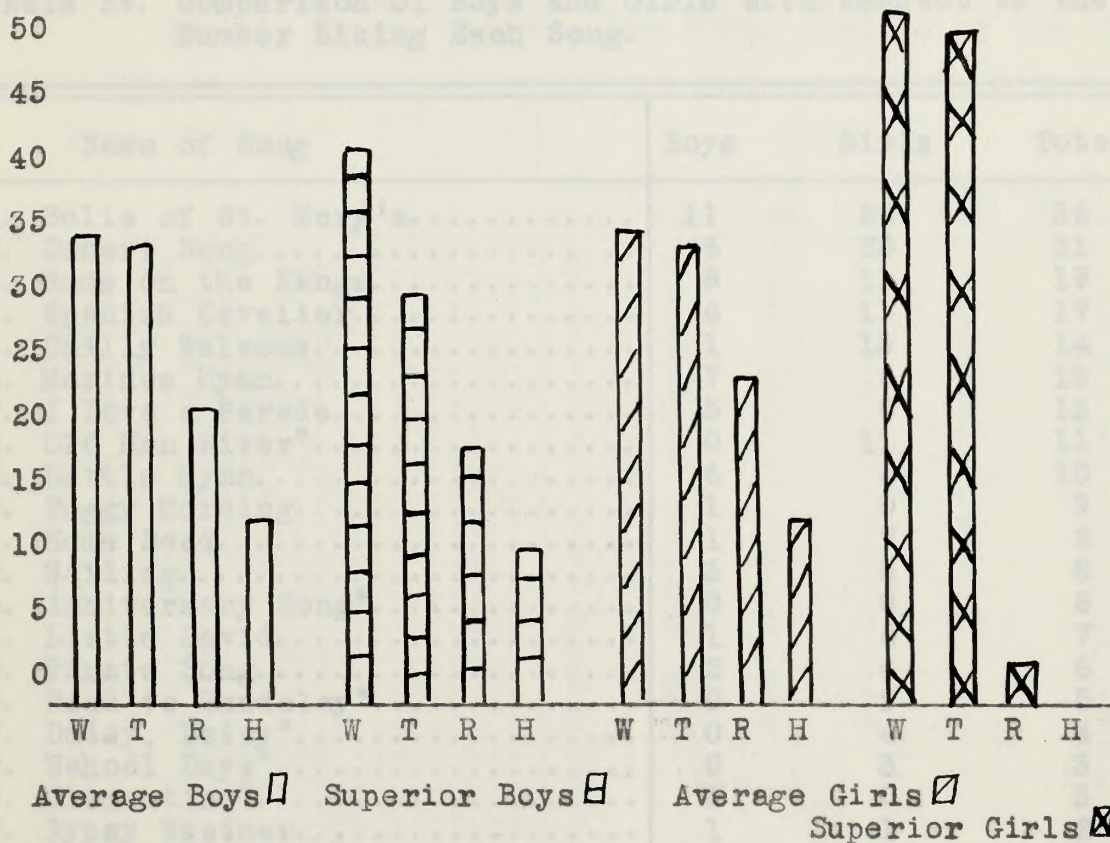


Figure 9. Comparison of Factors Indicated by Boys and Girls as Contributing to Their Dislikes.

girls. 50 per cent of the factors for disliking songs was words; 49 per cent, tune; less than one per cent, rhythm; and no indication was made that harmony had any effect upon their reactions.

School C

The opinions of 12 boys and 27 girls, making a total of 39 students, were grouped together in the tabulations of the eighth grade of School C.

Table 29 compares the boys and girls with respect to

Table 29. Comparison of Boys and Girls with Respect to the Number Liking Each Song.

Name of Song	Boys	Girls	Total
1. Bells of St. Mary's.....	11	25	36
2. Desert Song.....	6	25	31
3. Home on the Range.....	8	11	19
4. Spanish Cavalier.....	6	11	17
5. Chilly Welcome.....	1	13	14
6. Marines Hymn.....	7	6	13
7. I Love a Parade.....	5	8	13
8. Old Man River*.....	0	11	11
9. Battle Hymn.....	6	4	10
10. Foggy Morning.....	1	8	9
11. Home Road.....	1	7	8
12. Sailing.....	3	5	8
13. Anniversary Song*.....	0	8	8
14. Little David.....	1	6	7
15. Pirate Song.....	2	4	6
16. Road to Mandalay*.....	0	5	5
17. Daisy, Daisy*.....	0	4	4
18. School Days*.....	0	3	3
19. Clementine*.....	3	0	3
20. Gypsy Weather.....	1	1	2
Totals	62	165	227

the number liking each song. It shows also the distribution of the total number of votes received for each song.

Numbers 1, 5, and 8 show the widest range of difference between the boys and girls.

Table 30 shows that nine out of 12 boys selected "Bells of St. Mary's" as either their first or second choice. This indicates a high degree of similarity in the opinions of the boys of this class.

Table 30. The Number of Times Songs were Selected as First, Second, Third, Fourth, and Fifth Choices by the Boys

Name of Song	Choices					
	1st	2nd	3rd	4th	5th	Total
1. Bells of St. Mary's.....	5	4	0	1	1	11
2. Desert Song.....	1	2	1	2	0	6
3. Home on the Range.....	3	2	1	0	2	8
4. Spanish Cavalier.....	1	1	3	1	0	6
5. Chilly Welcome.....	0	1	0	0	0	1
6. Marines Hymn.....	2	1	3	2	0	8
7. I Love a Parade.....	0	1	3	0	1	5
8. Old Man River.....	0					0
9. Battle Hymn.....	0	0	1	2	3	6
10. Foggy Morning.....	0	0	0	0	1	1
11. Home Road.....	0	0	0	1	0	1
12. Sailing.....	0	0	0	0	3	3
13. Anniversary Song.....	0					0
14. Little David.....	0	0	0	1	0	1
15. Pirate Song.....	0	0	0	1	1	2
16. Road to Mandalay.....	0					0
17. Daisy, Daisy.....	0					0
18. School Days.....	0					0
19. Clementine.....	3					3
20. Gypsy Weather.....	0	0	0	1	0	1

The first seven songs received all of the first and second choice votes. Number 29, "Clementine," was the only song that the boys liked well enough to add to the original list submitted by the teacher.

Table 31 includes five songs that were not on the teacher's original list. These were: "Old Man River," "Anniversary Song," "Road to Mandalay," "Daisy, Daisy," and "School Days."

Table 31. The Number of Times Songs were Selected as First, Second, Third, Fourth, and Fifth Choices by the Girls

Name of Song	Choices					
	1st	2nd	3rd	4th	5th	Total
1. Bells of St. Mary's.....	13	10	0	2	0	25
2. Desert Song.....	8	6	3	3	3	23
3. Home on the Range.....	1	2	6	4	0	13
4. Spanish Cavalier.....	3	3	4	0	1	11
5. Chilly Welcome.....	0	1	4	2	6	13
6. Marines Hymn.....	0	0	2	3	1	6
7. I Love a Parade.....	0	0	3	1	4	8
8. Old Man River.....	11					11
9. Battle Hymn.....	0	1	2	0	1	4
10. Foggy Morning.....	0	1	0	6	2	9
11. Home Road.....	0	1	0	3	3	7
12. Sailing.....	1	1	0	0	3	5
13. Anniversary Song.....	8					8
14. Little David.....	1	1	3	1	0	6
15. Pirate Song.....	0	0	0	2	2	4
16. Road to Mandalay.....	5					5
17. Daisy, Daisy.....	4					4
18. School Days.....	3					3
19. Clementine.....	0					0
20. Gypsy Weather.....	0	0	0	0	1	1

23 out of 27 girls in the class selected "Bells of St. Mary's" as either their first or second choice. 14 selected "Desert Song" as their first or second choice. This indicates a high degree of similarity in the opinions of the girls of this class.

The comparison of the boys' five favorite songs with the girls' five favorite songs with reasons for liking each song is presented in Table 32. The opinions of boys and girls

Table 32. Comparison of the Five Favorite Songs of the Boys with the Five Favorite Songs of the Girls with the Reasons Given for Liking Each Song.

Name of Song	Reasons for Liking Songs				
	Words	Tune	Rhythm	Harmony	Other Reasons
(1)	(2)	(3)	(4)	(5)	(6)
BOYS					
1. Bells of St. Mary's.	5	7	2	1	
2. Home on the Range...	4	3	5	1	
3. Marines Hymn.....	3	6	2	0	
4. Desert Song.....	0	3	2	0	
5. Spanish Cavalier....	0	3	3	0	
Totals	12	22	14	2	
GIRLS					
1. Bells of St. Mary's.	21	20	16	11	Popular; sensible
2. Desert Song.....	19	22	15	9	Tempo; atmosphere
3. Chilly Welcome.....	6	9	6	1	Cheerful (2)
4. Home on the Range...	10	10	4	4	Because it's old
5. Spanish Cavalier....	5	8	7	2	
Totals	61	69	48	27	

nearly coincided, although the order of preference was different. One exception was noticeable; the third choice of the boys was "Marines Hymn," while the third choice of the girls was "Chilly Welcome."

The comparison of the boys' five favorite songs with the girls' five favorite songs with reasons for liking each song is presented in Table 32. The opinions of boys and girls are compared in the five favorite songs of the boys with the five favorite songs of the girls with the reasons given for liking each song.

Name of Song	Reasons for Liking Songs				
	(1)	(2)	(3)	(4)	(5)
BOYS					
1. Belle of St. Mary's	6	7	1	1	1
2. Home on the Range	4	3	1	1	1
3. Marines Hymn	3	3	3	0	0
4. Desert Song	0	3	3	0	0
5. Spanish Cavalier	0	3	3	0	0
Totals	13	22	14	5	2
GIRLS					
1. Belle of St. Mary's	21	20	16	11	11
2. Desert Song	19	22	15	9	9
3. Chilly Welcome	6	9	6	1	1
4. Home on the Range	10	10	4	4	4
5. Spanish Cavalier	5	8	7	3	3
Totals	61	69	48	27	27

nearly coincided, although the order of preference was different. One exception was noticeable; the third choice of the boys was "Marines Hymn," while the third choice of the girls was "Chilly Welcome."

The factors given by the boys as contributing to their liking these songs falls in unusual order: tune, rhythm, words, and harmony. The girls' reasons follow a common pattern: words, tune, rhythm, and harmony.

The boys offered no "Other Reasons." The girls wrote "popular, sensible, tempo, atmosphere, cheerful, and, because it's old."

According to the teacher, all of the favorite songs were "sung best," with the exception of "Marines Hymn." "Home on the Range" was sung best by the boys, and "Spanish Cavalier" was sung best by the girls.

Figure 10, expressed numerically, reads as follows: words were selected 19 times by the boys, 111 times by the girls; tune, 35 times by boys, 85 times by girls; rhythm, 23 times by boys, 100 times by girls; harmony, nine times by boys, 48 times by girls.

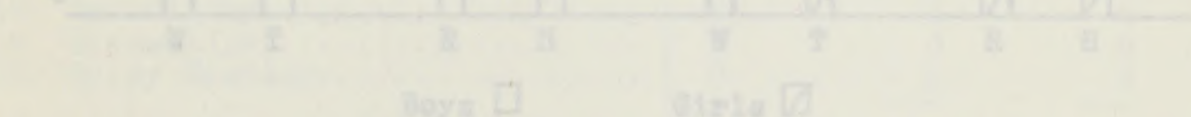


Figure 10. Comparison of Factors Indicated by Boys and Girls as Contributing to Their Likes.

Table 33 discloses that only one song was disliked by an eighth-grade boy. This is an excellent record if true. On the other hand, the girls disliked 26 of the same songs.

Table 33. Comparison of Boys and Girls with Respect to the Number Disliking Each Song.

100 per cent

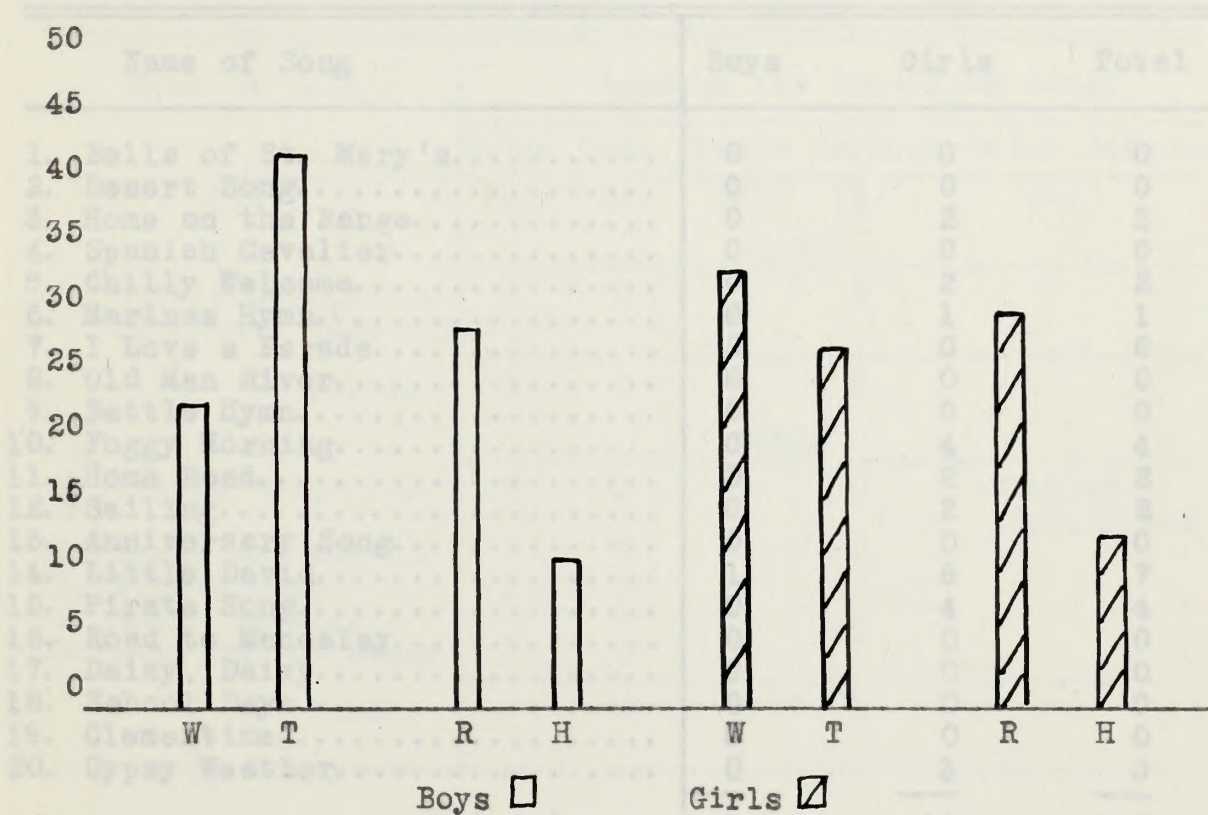


Figure 10. Comparison of Factors Indicated by Boys and Girls as Contributing to Their Likes.

The girls' five most disliked songs may be seen in Table 34. "Home on the Range" was the only one which also appeared in the list of favorite songs. Reference to Table 33 will show that three other songs also received as many

Table 33 discloses that only one song was disliked by an eighth-grade boy. This is an excellent record if true. On the other hand, the girls disliked 26 of the same songs.

Table 33. Comparison of Boys and Girls with Respect to the Number Disliking Each Song.

Name of Song	Boys	Girls	Total
1. Bells of St. Mary's.....	0	0	0
2. Desert Song.....	0	0	0
3. Home on the Range.....	0	2	2
4. Spanish Cavalier.....	0	0	0
5. Chilly Welcome.....	0	2	2
6. Marines Hymn.....	0	1	1
7. I Love a Parade.....	0	0	0
8. Old Man River.....	0	0	0
9. Battle Hymn.....	0	0	0
10. Foggy Morning.....	0	4	4
11. Home Road.....	0	2	2
12. Sailing.....	0	2	2
13. Anniversary Song.....	0	0	0
14. Little David.....	1	6	7
15. Pirate Song.....	0	4	4
16. Road to Mandalay.....	0	0	0
17. Daisy, Daisy.....	0	0	0
18. School Days.....	0	0	0
19. Clementine.....	0	0	0
20. Gypsy Weather.....	0	3	3
Totals	1	26	27

The girls' five most disliked songs may be seen in Table 34. "Home on the Range" was the only one which also appeared in the list of favorite songs. Reference to Table 33 will show that three other songs also received as many

dislike votes. "Little David," the only song disliked by the boys, was number one on the girls' dislike list.

Table 34. Comparison of the Five Most Disliked Songs of the Boys with the Five Most Disliked Songs of the Girls with the Reasons for Disliking Each Song.

Name of Song (1)	Reasons for Disliking Songs				
	Words (2)	Tune (3)	Rhythm (4)	Harmony (5)	Other Reasons (6)
BOYS					
1. Little David..... No Others Were Disliked	0	0	0	0	
Totals	0	0	0	0	
GIRLS					
1. Little David.....	2	1	1	0	Dislike Spirituals
2. Foggy Morning....	1	1	0	0	
3. Pirate Song.....	3	2	1	0	
4. Gypsy Weather....	0	0	1	0	
5. Home on the Range	0	0	0	1	
Totals	6	4	3	1	

dislike verses. "Little David," the only song disliked by the boys, was number one on the girls' dislike list.

Table 84. Comparison of the five most disliked songs of the boys with the five most disliked songs of the girls with the reasons for disliking each song.

Name of song	Reasons for Disliking Songs				
(1)	(2)	(3)	(4)	(5)	(6)
Boys					
1. Little David.....	0	0	0	0	0
No Other Verse Disliked					
Totals	0	0	0	0	0
Girls					
1. Little David.....	2	1	1	0	0
2. Foggy Morning....	1	1	0	0	0
3. First Song.....	2	2	1	0	0
4. Gypsy Washer....	0	0	1	0	0
5. Home on the Range	0	0	0	1	1
Totals	5	4	3	1	1

Figure 11 shows the factors indicated by girls as contributing to their dislikes. A comparison between the boys and girls is impossible, since the boys gave no

100 per cent

50

45

40

35

30

25

20

15

10

5

0

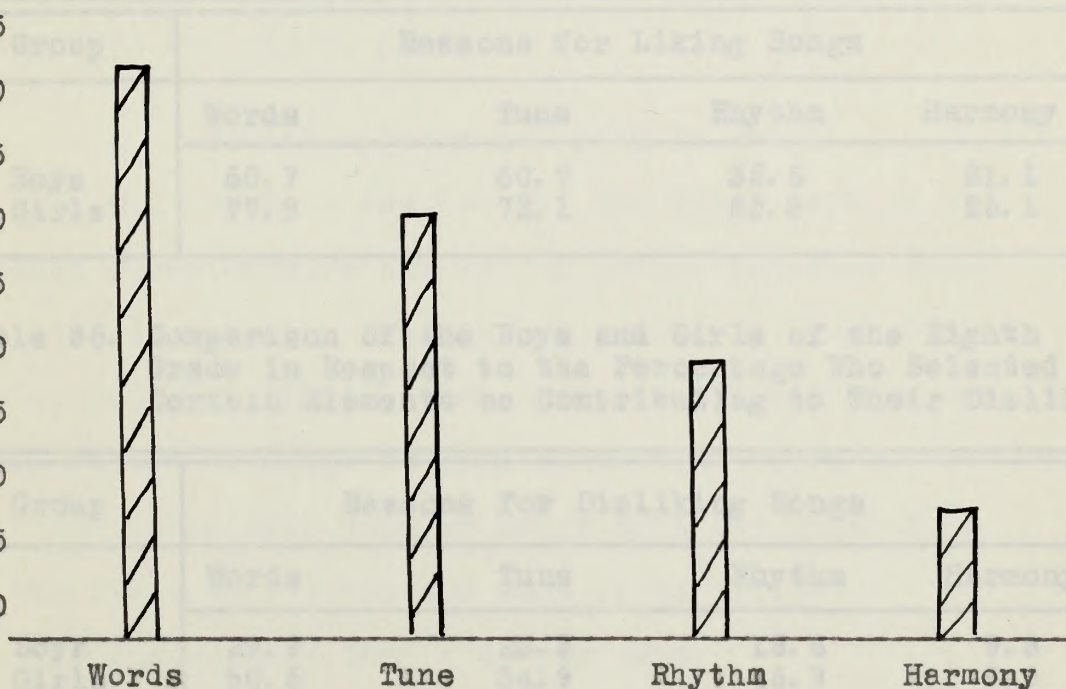


Figure 11. Percentage of Factors Indicated by Girls as Contributing to Their Dislikes.

reasons.

According to the teacher questionnaire, the students did not sing any song poorly.

Summary of Eighth-Grade Data

The data of all eighth grade classes is summarized in Tables 35 and 36. These tables compare the boys with

Table 35. Comparison of the Boys and Girls of the Eighth Grade in Respect to the Percentage Who Selected Certain Elements as Contributing to Their Likes.

Group	Reasons for Liking Songs			
	Words	Tune	Rhythm	Harmony
1. Boys	60.7	60.7	35.6	21.1
2. Girls	77.9	72.1	55.3	26.1

Table 36. Comparison of the Boys and Girls of the Eighth Grade in Respect to the Percentage Who Selected Certain Elements as Contributing to Their Dislikes

Group	Reasons for Disliking Songs			
	Words	Tune	Rhythm	Harmony
1. Boys	29.9	23.5	18.6	9.8
2. Girls	30.6	34.9	16.9	9.9

the girls in respect to the percentage who selected words, tune, rhythm, and harmony, as contributing to their likes, and dislikes.

In every instance, the girls have given more reasons than the boys for liking songs.

Summary of Eighth-Grade Data

The data of all eighth grade classes is summarized in Tables 35 and 36. These tables compare the boys with

Table 35. Comparison of the boys and girls of the eighth grade in respect to the percentage who selected certain elements as contributing to their likes.

Group	Reasons for Liking Songs			
	Words	Tune	Rhythm	Harmony
1. Boys	60.7	60.7	55.6	51.1
2. Girls	77.9	72.1	55.6	58.1

Table 36. Comparison of the boys and girls of the eighth grade in respect to the percentage who selected certain elements as contributing to their dislikes.

Group	Reasons for Disliking Songs			
	Words	Tune	Rhythm	Harmony
1. Boys	29.9	28.3	18.6	9.8
2. Girls	30.6	34.9	18.9	9.9

the girls in respect to the percentage who selected words, tune, rhythm, and harmony, as contributing to their likes and dislikes.

In every instance, the girls have given more reasons

than the boys for liking songs.

By comparing the data of the seventh grade with the eighth grade, (see page 44), it is evident that the eighth grade boys and girls gave fewer reasons for liking and disliking songs than the seventh grade.

In proportion to the number of students, more songs were selected as being liked and disliked by the seventh grade than the eighth grade.

Favorite Songs not sung in School

As mentioned in Chapter II, the final part of the student questionnaire called for naming favorite songs not sung in school. The average number of songs listed per student was three. Some students did not name any, while others included as many as fifteen songs.

The three most popular songs with the percentage of the class that voted for each is as follows:

1. Anniversary Song - 45 per cent.
2. Heartaches - 32 per cent.
3. Linda - 31 per cent.

These are the same three songs that were selected by the seventh grade, although the order is different. Words and tune were equally important as reasons for liking these songs. Rhythm and Harmony came third and fourth.

On the basis of favorite songs not sung in school, the percentile distribution of pupil's interests in music

is as follows:

Popular	Religious	Classical	Folk-song	Patriotic
87.0	6.5	4.0	1.5	1.0

The interest of pupils leans heavily toward popular music. Religious music, including spirituals, comes second. Considering that a large percentage of school song material is of folk-song nature, much of it must appeal very little to the students.

The music program was studied in two different communities, Danbury and Bridgeport, Connecticut. A total of 455 students were tested; 227 from the seventh grade and 228 from the eighth.

Questionnaires were submitted to the students, then analyzed and compared:

- (1) To determine if there was a difference between the reactions of boys and girls.
- (2) To determine the relation of IQ to decisions.
- (3) To determine if songs the students sang best were ones they liked best.
- (4) To determine the structural characteristics of songs the students liked and ones they disliked.

Not all of these points were answered satisfactorily.

Certain weaknesses appeared in the procedure:

CHAPTER IV
SUMMARY AND TENTATIVE CONCLUSIONS

Summary

If music publishers and music educators knew the factors in student interest, it might improve music materials and music instruction.

This study analyzed pupils' interests to find why they like certain songs and dislike others.

The music program was studied in two different communities, Danbury and Ridgefield, Connecticut. A total of 455 students were tested; 227 from the seventh grade and 228 from the eighth.

Questionnaires were submitted to the students, then analyzed and compared:

- (1) To determine if there was a difference between the reactions of boys and girls.
- (2) To determine the relation of IQ to decisions.
- (3) To determine if songs the students sang best were ones they liked best.
- (4) To determine the structural characteristics of songs the students liked and ones they disliked.

Not all of these points were answered satisfactorily. Numbers one and four were evident from the data collected. Points two and three seem to require more research.

Certain weaknesses appeared in the procedures:

- (1) Some students did not discriminate carefully enough. There was a tendency to check nearly all the items if they liked or disliked a song.
- (2) In spite of the effort to get a thoughtful response from the students, some failed to contribute much. This may have been due to: (1) lack of seriousness of some students; (2) lack of understanding of the full significance of this study; (3) Inability for self-analysis, owing to immaturity or other reasons.

Certain observations should be made in regard to the interpretation of the findings. According to the results obtained, harmony appears unimportant to the students. However, one boy placed a question mark under the column devoted to harmony, so perhaps the term was not understood by everyone. Also, a large number of unison songs were sung in the grades tested. Certainly, it does not follow that harmony can be ignored by music publishers.

Conclusions

1. There is a wide variety of tastes exhibited among the pupils.
2. There is a wide variety of types of songs liked by each pupil.
3. What appeals to one student may be totally unappealing to another. Therefore, a wide variety of song material should be used.

4. Not enough attention is given to varying abilities. Some students noted that they did not like songs because they were either too difficult or too easy.

5. The adjectives "silly," and "childish" appeared often. Many songs are not mature enough for the students.

6. That a song has just the right tempo, is extremely important. Students object to a song that is too fast or too slow.

7. In general, boys and girls interests are not dissimilar. Four facts were disclosed from the questionnaire: (1) boys and girls like and dislike a large percentage of the same songs; (2) their favorite songs comprise a small percentage of their repertoire; (3) boys show a tendency to like certain songs that the girls do not like and vice versa; (4) boys show a tendency to dislike certain songs that the girls like and vice versa. The girls like songs of romance, humor, and songs of a lyric nature; the boys prefer a more masculine type of songs, songs of adventure and songs of humor.

8. Music teachers need more testing material to determine pupil interests. With this, teaching could be more vital.

A large percentage of students' favorite songs were not included within the list presented by the teacher. Obviously, the teacher could not include every song that had been sung

throughout the year, but this suggests that: (1) the teacher may have forgotten some songs the students liked; (2) she may not have realized that some songs merely skimmed over were the students' favorites.

The music teachers were surprised at how many songs the students disliked, and also, at the songs which were pupils' favorites.

9. Teachers have a powerful influence on childrens' tastes. The personality of the teacher and the method of presentation are potent factors in students' opinions. This was evident not only in the lists of favorite songs, but also in the selection of songs not sung in school. In School C, more classic songs were included in the students' lists; this indicates that the approach to music appreciation was more successful.

10. IQ is a determining factor in the type of songs the students like.

11. IQ is a determining factor in the number of songs the students dislike. In proportion to the number of students, the average class disliked more songs than the superior class.

12. The trend is that the more a song is liked, the more reasons are given.

13. There seems to be a correlation between the songs students like and the ones that they sing best. However,

this point cannot be proven conclusively from evidence obtained.

14. The common order of factors listed by students as contributing to their likes and dislikes is words, tune, rhythm, and harmony. Exceptions to this are:

- (a) Seventh-grade girls preferred tune to words.
- (b) Eighth-grade boys liked words and tune equally.
- (c) Eighth-grade girls placed tune before words for disliking songs.

15. Seventh and eighth-grade girls like more songs than the boys do.

16. Seventh-grade boys dislike more songs than any of the other groups tested.

The wide selection of present day popular songs that were included in "favorite songs not sung in school" shows where the interest of a large percentage of the students lies. From this, the assumption might be that more so-called "good music" should be presented to the pupils in school to stimulate their taste in the right direction. However, this procedure has been indulged in for the past 25 years with only fair success.

The student is faced with 20th century music every day, over the radio and in the theater. Most of this music is bad; but some of it is good. The best is worthy of inclusion in the music class in school.

It is the duty of music educators to influence the

musical taste of the community, the state, and of the nation so as to lift the aesthetic appreciation of the masses.

Environment is weakening the school music program; correction must take place outside of school, as well as in school.

A crusade should be carried on to improve music on the radio and in moving pictures so that the individual will be conditioned to good music. The "Anniversary Song" is taken from the classic, "Danube Waves" by the composer Ivanovici. As a classic it was practically unheard of and certainly not popular. By the addition of a sentimental title and some sacharin words, the song has become one of the most popular. The song was not improved, but now the public has had a chance to hear it sufficiently so that definite recognition and response is possible. The public could be conditioned to like other good classics, if they had an opportunity to hear them enough.

Good composers are capable of writing good music within the grasp of students. Music publishers should procure the services of more of these writers with the assigned task of writing new material in the modern idiom, with modern harmony, and modern ideas for text.

By using more poems that are truly worthwhile, music publishers could help to lift the aesthetic level of pupils. This is practically an untapped source of teaching good literature. Music would have a better chance of earning its

rightful place as a full, learning experience.

Words and tune are the major reasons for liking and disliking songs. Therefore, they should receive greater consideration if they are to interest and appeal to the child.

APPENDIX

SUPERVISOR QUESTIONNAIRE

1. How many times does the music class meet each week?
7th grade _____ 8th grade _____
2. How long are the class periods? 7th grade _____ minutes.
8th grade _____ minutes.
3. Is music appreciation taught in the general music class? _____
4. What other musical organizations are in your school?
Band? _____ Orchestra? _____ Boys' Glee Club? _____
Girls' Glee Club? _____ Mixed Choral Group? _____ Other
activities? _____
5. Is piano accompaniment used to give harmonic background
to unison songs? _____ In both grades? _____
6. List music books in use:
7th grade: _____ 8th grade: _____

APPENDIX

7. Additional comments: _____

Harvin W. Whitcomb
Teachers College
Danbury, Conn.

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to unison songs? _____ In both grades? _____
6. List music books in use:
7th grade: _____ 8th grade: _____
7. Additional comments: _____

DIRECTIONS to assist teacher in giving pupil reaction survey:

1. Pass out form.
2. Inform the students that this is a study to determine the
type of songs they prefer and the reasons for their
preference. (Stress accuracy)
3. The names of pupils are not desired.
4. Pupils may refer to books if necessary.
5. Collect papers when pupils have had time to
allow for their decisions.

Mervin W. Whitcomb
Teachers College
Danbury, Conn.

WHAT SONGS DO PUPILS LIKE OR DISLIKE?

DIRECTIONS:

1. Place a check mark ✓ in the left-hand column beside the songs that your students sing best.
2. Place a cross mark x in the left-hand column beside the songs that your students sing poorly (if any).
3. Place the letter "b" in the right-hand column beside the songs the boys sing best.
4. Place the letter "g" in the right-hand column beside the songs the girls sing best.
5. Absence of the letter "b" or "g" will indicate that both sexes do equally well or poorly, as the case may be.

NAMES OF SONGS

<u> </u> The Bells of Saint Mary's <u> </u>	<u> </u> Gypsy Weather <u> </u>
<u> </u> Spanish Cavalier <u> </u>	<u> </u> Pirate Song <u> </u>
<u> </u> Little David <u> </u>	<u> </u> Marines Hymn <u> </u>
<u> </u> Foggy Morning <u> </u>	<u> </u> Home Road <u> </u>
<u> </u> Chilly Welcome <u> </u>	<u> </u> I Love a Parade <u> </u>
<u> </u> Home on the Range <u> </u>	<u> </u> Desert Song <u> </u>
<u> </u> Sailing <u> </u>	<u> </u> Battle Hymn of the Republic <u> </u>

6. Name other songs you would like to include in this list, if any:

DIRECTIONS to assist teacher in giving pupil reaction survey:

1. Pass out form.
2. Inform the students that this is a study to determine the type of songs they prefer and the reasons for their preference. (Stress accuracy)
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4. Place the letter "g" in the right-hand column beside the songs the girls sing best.
5. Absence of the letter "b" or "g" will indicate that both sexes do equally well or poorly, as the case may be.

NAMES OF SONGS

_____ Gypsy Weather	_____ The Ball of Saint Mary's
_____ Pirate Song	_____ Spanish Cavalier
_____ Marines Hymn	_____ Little David
_____ Home Road	_____ Popsy Morning
_____ I Love a Parade	_____ Chilly Welcome
_____ Desert Song	_____ Home on the Range
_____ Battle Hymn of the	_____ Sailing
_____ Republic	

6. Name other songs you would like to include in this list, if any:

DIRECTIONS to assist teacher in giving pupil reaction survey:

1. Pass out form.
2. Inform the students that this is a study to determine the type of songs they prefer and the reasons for their preference. (Stress accuracy)
3. The names of pupils are not desired.
4. Pupils may refer to books if necessary.
5. Collect papers when pupils have had sufficient time to allow for their decisions.

WHAT SONGS DO YOU LIKE OR DISLIKE AND WHY?

Fill in the following information: Your grade _____
 Boy or girl? (underline)

DIRECTIONS:

- Below, you will find a list of songs you have been singing.
- In the left-hand column, list the five songs you like best, in order of your preference. That is, number one will be the song you like best; number two, the song you like second best, and so on, up to five.
- Underline the names of the songs you do not like, if any.
- In the right-hand column, check the items which show the reason(s) why you especially like or dislike each song.

NAMES OF SONGS	OTHER REASONS	
	WORDS-TUNE-RHYTHM-HARMONY-NAME	THEM
_____ The Bells of Saint Mary's _____	_____	_____
_____ Spanish Cavalier _____	_____	_____
_____ Little David _____	_____	_____
_____ Foggy Morning _____	_____	_____
_____ Chilly Welcome _____	_____	_____
_____ Home on the Range _____	_____	_____
_____ Sailing _____	_____	_____
_____ Gypsy Weather _____	_____	_____
_____ Pirate Song _____	_____	_____
_____ Marines Hymn _____	_____	_____
_____ Home Road _____	_____	_____
_____ I Love a Parade _____	_____	_____
_____ Desert Song _____	_____	_____
_____ Battle Hymn of the _____	_____	_____
_____ Republic _____	_____	_____

- If your favorite songs that you sing in school are not included in the above list, then write their names below. Indicate reasons for your preference.

NAME(S) OF SONG(S)	OTHER REASONS	
	WORDS-TUNE-RHYTHM-HARMONY-NAME	THEM

- If your favorite songs are ones which you do not sing in school, write their names below. Indicate reasons for your preference.

NAME(S) OF SONG(S)	OTHER REASONS	
	WORDS-TUNE-RHYTHM-HARMONY-NAME	THEM

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